



FINAL REPORT
(Internal research project)

Author: R. Sirkis

Title: The Status of French as a High
School subject in Seven Canadian
Provinces in terms of teachers
and their employment.

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THE STATUS OF FRENCH AS A HIGH SCHOOL SUBJECT IN
SEVEN CANADIAN PROVINCES IN TERMS OF TEACHERS
AND THEIR EMPLOYMENT.

Internal Research Project of the Royal Commission
on Bilingualism and Biculturalism.

Rubin Sirkis
November 1966.



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QUALIFICATIONS OF TEACHERS OF FRENCH AS A SECOND
LANGUAGE IN HIGH SCHOOL GRADES -
SEVEN PROVINCES OF CANADA

Chapter 1

Introduction

The Royal Commission on Bilingualism and Biculturalism has paid some attention to investigating the possibility of improving and extending the teaching of the second language in Canada. An important element in the success of such a program would be the availability of qualified teachers.

The present study attempts to make an inventory of the teaching resources involved in the teaching of French in high school grades in the school year 1965-66. Our data will apply to only seven provinces of Canada, omitting Quebec, Ontario and Saskatchewan since information for the latter provinces was not available at the time of writing.

The report will deal with the following:

1. the number of teachers involved in teaching French as a second language in high school grades.
2. the degree of specialization of teachers teaching French.

3. the qualifications of teachers of French for their specialty in terms of university training.
4. the qualifications of teachers of French in terms of experience in teaching the subject in high school grades.
5. the general academic background of teachers of French in high school grades.

To establish a point of reference for our data, the situation of French teachers on these five indices will be compared to that of teachers of other important high school subjects: English, Mathematics, History and Chemistry. All the material will be presented for the provinces for which we have information: British Columbia, Alberta, Manitoba, New Brunswick, Prince Edward Island and Newfoundland.

Source of Data

The source of our data was a number of special tabulations provided by the Dominion Bureau of Statistics - Education Division. These tabulations were produced from replies to questionnaires sent to all teachers in the above mentioned provinces in connection with the 1965-66 D.B.S. report - Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools (not yet published).

Of interest to us in the 1965-66 survey were the replies of French teachers in high school grades to questions 11 and 12 on the sample questionnaire reproduced on the next page.

Schools Where French is the Language of Instruction

New Brunswick has a number of schools where French is the main language of instruction. In order to retain in this study information about teachers of English as a second language, we excluded replies from teachers in New Brunswick who taught in schools where French was the language of instruction. This was done from a list supplied by Mr. L.A. Doucet, Director of Educational Services, Department of Education, Fredericton, New Brunswick.

Sample of Questionnaire Items Used to obtain the data for D.B.S. Report-
Salaries and Qualifications of Teachers in Public and Elementary Secondary
schools 1965-66 (Not Published).

<p>10. CHECK item which describes your occupation or activity of last school year [check ONE item only]</p> <p>(a) Teaching:</p> <p style="padding-left: 20px;">(i) for your present school board <input type="checkbox"/> 1</p> <p style="padding-left: 20px;">(ii) elsewhere in this province <input type="checkbox"/> 2</p> <p style="padding-left: 20px;">(iii) outside this province <input type="checkbox"/> 3</p> <p>(b) Attending a teachers' college or university faculty of education:</p> <p style="padding-left: 20px;">(i) in this province <input type="checkbox"/> 4</p> <p style="padding-left: 20px;">(ii) outside this province <input type="checkbox"/> 5</p> <p>(c) Attending high school <input type="checkbox"/> 6</p> <p>(d) Attending university or other post-secondary institution (other than a teachers' college or university faculty of education) <input type="checkbox"/> 7</p> <p>(e) Housekeeping <input type="checkbox"/> 8</p> <p>(f) Other (specify) <input type="checkbox"/> 9</p>		<p>11. Years of Formal Education beyond P.E.I. Grade XII or its equivalent</p> <p>[Enter in the appropriate box(es) the number of full years completed]</p> <p>(a) For undergraduate degree(s) e.g. B.A., B.Sc., etc. <input style="width: 50px;" type="text"/></p> <p>(b) For B Ed. or equivalent <input style="width: 50px;" type="text"/></p> <p>(c) For graduate degree(s) e.g. M.A., M.Ed., Ph.D., etc. <input style="width: 50px;" type="text"/></p> <p>(d) Teachers' College or Normal School not included above <input style="width: 50px;" type="text"/></p> <p>(e) Other (not included above) <input style="width: 50px;" type="text"/></p> <p style="padding-left: 20px;">specify <input style="width: 50px;" type="text"/></p> <p>Total years [Sum of (a) to (e)] <input style="width: 50px;" type="text"/></p> <p>Total number of years beyond Grade XII for which you are being paid <input style="width: 50px;" type="text"/></p>
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12. Academic preparation of high school teachers

If you teach any grade(s) of Grade IX to XII.

1. Circle in Col. 2 the number of university or college courses or classes completed in each subject listed. [If you are uncertain of the number of courses taken but have a major and/or minor, circle 7 for the major and 3 for a minor.]
2. In Col. 3 indicate the subjects you teach by circling the grade(s) to which you teach it, and in Col. 4 enter the number of years you have taught the subject to high school grades.

Col. 1 Subject or subject field	Col. 2 Number of university or college courses or classes completed in each subject	Col. 3 Opposite each subject you teach, circle the grade(s) to which you teach it	Col. 4 Years of experience teaching the subject to high school grades	Col. 5 FOR OFFICE USE ONLY
01 English	0 1 2 3 4 5 6 7 8+	9 10 11 12		
02 Classics	0 1 2 3 4 5 6 7 8+	9 10 11 12		
03 French	0 1 2 3 4 5 6 7 8+	9 10 11 12		
04 German	0 1 2 3 4 5 6 7 8+	9 10 11 12		
05 Other Language(s)	0 1 2 3 4 5 6 7 8+	9 10 11 12		
06 History (incl. Civics)	0 1 2 3 4 5 6 7 8+	9 10 11 12		
07 Geography	0 1 2 3 4 5 6 7 8+	9 10 11 12		
08 Economics	0 1 2 3 4 5 6 7 8+	9 10 11 12		
09 Mathematics	0 1 2 3 4 5 6 7 8+	9 10 11 12		
10 Physics	0 1 2 3 4 5 6 7 8+	9 10 11 12		
11 Chemistry	0 1 2 3 4 5 6 7 8+	9 10 11 12		
12 Geology	0 1 2 3 4 5 6 7 8+	9 10 11 12		
13 Biological sciences	0 1 2 3 4 5 6 7 8+	9 10 11 12		
14 Agriculture	0 1 2 3 4 5 6 7 8+	9 10 11 12		
15 General Science	0 1 2 3 4 5 6 7 8+	9 10 11 12		
16 Fine Arts (Music, Art)	0 1 2 3 4 5 6 7 8+	9 10 11 12		
17 Business or Commerce	0 1 2 3 4 5 6 7 8+	9 10 11 12		
18 Home Economics	0 1 2 3 4 5 6 7 8+	9 10 11 12		
19 Library Science	0 1 2 3 4 5 6 7 8+	9 10 11 12		
20 Physical & Health Education	0 1 2 3 4 5 6 7 8+	9 10 11 12		
21 Guidance	0 1 2 3 4 5 6 7 8+	9 10 11 12		

Tables Provided by D.B.S.Extent of Specialization

From replies to a question similar to question 12 on the sample P.E.I. questionnaire, teachers of French in high school grades in each province were classified as:

Teachers of French only
Teachers of French plus one other subject
Teachers of French plus two other subjects
Teachers of French plus three or more other subjects.

A similar classification was made from replies of teachers of English, Mathematics, History and Chemistry. Separate tables were produced for teachers of each of the five subjects on number of university courses taken in the subject they taught etc.

Number of college and university courses in French

Tables were produced for each of the four classes of French teachers showing the distribution of teachers according to the number of college and university courses they had taken in French.

Another series of tables grouped teachers according to the grade level at which they taught - senior grades only, junior grades only or a combination of the two. Here too, the academic preparation of French teachers for their specialty was shown.

Similar tables were prepared for teachers of English, History, Mathematics and Chemistry showing the university training they had received in the subjects they taught.

General Academic Background

From a question similar to the bottom item of question 11 on the sample questionnaire, teachers were grouped according to the number of years of training they had after junior matriculation. This was done for all five subjects and allowed for comparisons within each subject area of the academic attainments of teachers who specialized and those who did not.

Years of Experience

Teachers were grouped according to the years of experience they had had in teaching their subject in high school grades. This was done in separate tables for each of the five subjects and again allowed for comparisons between teachers who concentrated mainly on teaching one subject and those who did not.

Number of University Courses in French - All Teachers

An extra table was prepared grouping all teachers of high school grades in the seven provinces according to the number of courses they had taken at university or college in French. This allowed for an estimate of the number of teachers who were qualified to teach French, but were teaching other subjects.

Analysis Will Concentrate on Teachers of French

This study is mainly concerned with the qualifications of teachers of French, and so a detailed analysis will be made of their qualifications, experience etc. with the statistics on teachers of other subjects serving only for purposes of comparison. However, more detailed tables for teachers of English, Mathematics etc. will be included in the appendix so that these may be examined if necessary.

CHAPTER 2

How Many Teachers Teach French in High School?

The first item in our inventory will be a simple count of teachers. In the seven provinces for which we have information there are 2,609 teachers involved in the teaching of French as a second language. The crude numbers do not have much meaning and so they will be related to the total number of high school teachers in each province and also to the number of teachers of English, a subject which most students take all through high school. Following is the distribution of teachers involved in the teaching of French as a second language by province:

Table 1. Numbers of Teachers Teaching French as a Second Language in High School Grades - Seven Provinces. Comparison with Teachers of English.

Province	Total High School Teachers	Total French Teachers	% French Teachers	Total English Teachers	% English Teachers	Ratio % Fr. % Eng
British Columbia	5550	549	10	1385	25	40
Alberta	5201	589	11	1779	34	32
Manitoba	2654	456	17	948	36	47
New Brunswick	*925	152	16	316	34	47
Nova Scotia	2243	361	16	590	26	62
P.E.I.	250	63	25	110	44	57
Newfoundland	1346	439	33	846	63	52
Total	18169	2609	14	5974	33	

* Excluded from the figures from N.B. are teachers in Schools where French is the language of instruction.

The above figures only roughly reflect the relative importance given to the study of French by each province in terms of numbers of teachers because the teaching load of each instructor varies from province to province in a manner which cannot be determined from our data. The proportion of teachers of French ranges from 10% in British Columbia to 33% in Newfoundland. However the proportion of English teachers is much higher in Newfoundland as well, indicating a general lack of specialization in this and other provinces. When this is taken into account by calculating the ratio of the $\frac{\text{Percentage of French Teachers}}{\text{Percentage of English Teachers}}$ there is found to be less difference between the importance given to the two subjects in terms of teachers.

The differences are reduced still further when one examines the numbers of teachers who are likely to be spending a large part of the time in teaching French - those who are teaching French only or French plus one other subject. It is true that in many cases the subject other than French may be the one in which the teacher is specializing, but most teachers who are not French specialists will be eliminated. Following is the distribution of French specialists by province. Again teachers of English are used as a standard of comparison.

Table 2. Numbers of French Specialists (teachers who teach French Only or French plus One Other Subject) - Seven Provinces.
Comparison with English Sepcialists.

Province	Total High School Teachers	Total French Spec.	% French Sepc.	Total English Spec.	% English Spec.	Ratio $\frac{\% \text{ Fr. Spec.}}{\% \text{ Eng. Spec.}}$
B.C.	5550	450	8	1052	19	42
Alta.	5201	374	7	1168	22	34
Man.	2654	266	10	578	22	45
N.B.*	925	90	10	210	23	43
N.S.	2243	226	10	395	18	56
P.E.I.	250	23	9	48	19	47
Newf.	1346	97	7	221	16	44
Total	18169	1256		3672		

* Excluded from N.B. figures are teachers in schools where French is the language of instruction.

Proportion of French Specialists Does Not Vary Much From Province to Province

From Table 2 it can be seen that the proportion of people who are employed as French specialists does not vary much from province to province; the range is from 7 to 10%. When compared to the employment of English specialists the importance given to French in terms of teachers remains reasonably constant too from province to province. By this index French is given about 44% of the staff that is given to English in

most provinces. The exceptions are Alberta and Nova Scotia. Alberta gives less emphasis to specialist teachers of French than is the case for most provinces and Nova Scotia gives more. Other evidence indicates that the variations of these two provinces from the norm is not significant. In the case of Alberta, taking the average of English and Mathematics teachers and comparing this with French teachers brings them quite a lot closer to the average for other provinces. This technique does not produce the same result in the case of Nova Scotia. On the other hand, our summary table for Nova Scotia (table 36) comparing the status of French compared to that of other subjects on a number of measures - shows that French stands lower than other subjects on all indices.

A Judgment Cannot be Made on Shortage of French Teachers in High School Grades.

The foregoing tables indicate a disproportion in the number of teachers involved in teaching French as compared with a basic subject like English. However this is not an unreasonable situation and cannot be taken as evidence that French as a subject is in an underprivileged position. One could only make such a comment if it were established that French should be a core subject like English or Mathematics. In fact, it is now comparable to History as a school subject

and more important than Chemistry in terms of teachers. The following table shows the proportion of specialist teachers in three other subject areas for which we have information:

Table 3. Subject Specialists As a Proportion of all High School Teachers - Seven Provinces.
Teachers of Mathematics, History and Chemistry.

Province		Total High School Teachers	Mathematics Teachers	History Teachers	Chemistry Teachers
B.C.	N	5550	934	527	133
	%	100	17	9	2
Alta.	N	5201	738	244	136
	%	100	14	5	3
Man.	N	2654	341	236	133
	%	100	13	9	5
N.B.	N*	925	218	136	37
	%	100	24	15	4
N.S.	N	2243	349	312	73
	%	100	16	14	3
P.E.I.	N	250	50	24	6
	%	100	20	10	2
Newf.	N	1346	176	112	20
	%	100	13	8	1
Total	N	18169	2806	1591	538
	%	100	15	9	3

* Excluded from New Brunswick figures are teachers in schools where French is the language of instruction.

Summary

We attempted to use the number of teachers of French as a measure of the importance of the subject on the high school curriculum. The hypothesis was that a subject for which a relatively large number of teachers were employed could be considered an important subject.

It was found that crude members of teachers gave a picture that was difficult to understand. This was due to the fact that some teachers specialized in French, and others taught many other subjects beside French. When specialist teachers alone were compared in their share of the total of high school teachers, we found a more reasonable situation.

In terms of specialists, French had a much smaller share of the total of teachers in each province, than subjects like English or Mathematics but the proportion was reasonable close to that of History specialists. There was not much variation from province to province in the percentage of French teachers employed.

The conclusion was that French is not as an important subject on the curriculum in each province as core subjects like English or Mathematics, but has a reasonable status in terms of numbers of teachers.

Chapter 3

Extent of Specialization - Teachers of French

Our discussion of the numbers of teachers involved in the teaching of French shows that there is a need for clarification even in the simple description of numbers of teachers. This will be done by showing the extent of specialization in this subject area. It will be seen that there are great differences in the employment of French teachers as specialists from one province to another. However, comparison of the degree of specialization of French teachers with that of teachers of other subjects will make it clear that it is not the subject of French alone which has teachers who are not employed to the optimum in certain provinces, but all teachers.

Categories of Teachers - According to Extent of Specialization

From the responses in the D.B.S. survey we were able to group teachers in the following categories according to their teaching loads:

1. Teachers who taught French only.
2. Those who taught French and only one other subject.

3. Those who taught French and two other subjects.

4. Those who taught French and three or more other subjects.

The distribution of teachers of French according to the four degrees of specialization are show below:

Table 4 Extent of Specialization - Teachers of
French - Seven Provinces

Province		Subjects Taught				Total
		French only	French plus One Other Subject	French plus Two Other Subjects	French plus Three or More Other Subjects	
B.C.	N	277	173	62	37	549
	%	50	32	11	7	100
Alta.	N	167	207	105	110	589
	%	28	35	18	19	100
Man.	N	124	142	71	119	456
	%	27	31	16	26	100
N.B.	N	37	53	30	32	152
	%	24	35	20	21	100
N.S.	N	131	95	61	74	361
	%	36	26	17	21	100
P.E.I.	N	6	17	13	27	63
	%	9	27	21	43	100
Newfl.	N	37	60	70	272	439
	%	8	14	16	62	100
Total	N	779	747	412	671	2609
	%	30	28	16	26	100

Subject Load Varies Greatly from Province to Province

Looking at table 4 we see that in all provinces except British Columbia the vast majority of French teachers teach other subjects as well as French. The percentage of French teachers who teach French only ranges from 50% in the province of British Columbia to only 8% in Newfoundland. In the latter province the subject load for 62% of teachers of French is three or more other subjects on top of the second language.

French Specialists

Only in the case of the teacher who teaches French exclusively can we be certain that French is his specialty. But it is not reasonable to assume that this is the only category of teacher who may be considered a French specialist. Many of those who teach only one other subject besides French may be expected to spend most of their time on French. On the other hand, among those who teach two or more subjects as well as French there are not likely to be many who are French specialists. For operational reasons we will combine the two first categories in table 4 - French only and French plus one other subject and call the combined group French specialists. Following then is a table which shows the proportion of French specialists by this definition in each of seven provinces:

Table 5 Proportion of Teachers of French Who Are Employed as French Specialists (Teachers Who Teach French Only or French plus One Other Subject) - Seven Provinces

Province	Total French Teachers	Total French Specialists	% French Specialists
B.C.	549	450	82
Alta.	589	374	63
Man.	456	266	58
N.B.	152	90	59
N.S.	361	226	62
P.E.I.	63	23	36
Newfld.	439	97	22
Total	2609	1256	100

Extent of Specialization Varies From Province to Province

As in the case of the subject load, we see that the extent of specialization of teachers of French varies greatly from one province to another. It ranges from a high of 82% of French teachers employed as specialists in British Columbia to a low of only 22% of Newfoundland teachers of French being so employed.

This is partly a function of the size of the high schools. A small high school cannot efficiently support specialist teachers in each subject. The staff would probably have to be greatly increased to do this. A

larger high school could do this more easily, although it is often the practice for a teacher to teach another subject beside his specialty partly because of the exigencies of the school and partly as a change of pace. The size of high schools is, of course, partly determined by the geographic distribution of the student population and this varies from province to province. Large high schools are found in urban centres or as a result of the establishment of consolidated secondary schools to serve large rural areas.

Efficient Employment of Qualified French Teachers

Whatever the reason for the practice of giving French teachers a teaching load which involves a number of subjects, it is clear that this is not the most efficient way to employ qualified French teachers if greater importance is to be given to this subject.

Subject Load - Teachers of Other Subjects

In order to put the matter of specialization of French teachers or its lack into a reasonable perspective, it is helpful to see how teachers of other subjects fare in the extent to which they concentrate on the teaching of one subject in various provinces. Following is a table which

compares teachers of five subjects in the extent to which they specialize. A specialist is again defined as a teacher who teaches the subject only or only one subject other than that under which he is listed.

Table 6 Extent of Teacher Specialization - Various Subjects Percentage of Teachers Who Teach One Subject Only or One Other Subject - Seven Provinces

Province	Percentage of Specialists					Average
	English	Mathematics	French	History	Chemistry	
B.C. N	1385	1234	549	899	247	70
% Spec.	76	76	82	61	53	
Alta. N	1779	1450	589	377	505	54
% Spec.	66	51	63	65	25	
Man. N	948	650	456	567	307	51
% Spec.	61	52	58	42	43	
N.B. N	316	324	152	232	56	64
% Spec.	67	67	59	59	66	
N.S. N	590	521	361	510	147	61
% Spec.	67	67	62	61	49	
P.E.I. N	110	104	63	71	19	39
% Spec.	44	48	36	34	31	
Newfld. N	846	575	439	634	46	28
% Spec.	26	31	22	18	43	
Total teachers	5974	4858	2609	3250	1327	
% Spec.	58	56	55	49	44	

Extent of Specialization is a Function of the Province Rather Than the School Subject

An examination of table 6 shows that there are some provinces where in most subjects there is a high degree of specialization and other provinces where very few teachers are employed as specialists. This ranges from British Columbia where an average for five subjects is 70% of specialists teachers (by our definition) to Newfoundland where the average is only 28% for the same school subjects. The same variation is not found when school subjects are compared. A lower proportion of Chemistry and History teachers are employed as specialists as compared to those of the of the three subjects, but the difference between the most favoured subject and the one least specialized is only 14%. This is very small compared to the difference between B.C. and Newfoundland in the average proportion of specialized teachers which is 42%.

If it is assumed that the most efficient use of a specialist teacher is full time in his specialty, it might be said that British Columbia is able to use a large number of its teachers to the optimum degree whereas some provinces are not able to achieve maximum benefit from the special qualifications of their teachers.

In any case it is plain that French teachers in any particular province are employed in as efficient or inefficient a manner as teachers of other subjects. If teachers are not used to their full potential in a province it is not French alone that suffers, but most subjects.

A suggestion to raise the extent of specialization in French alone would probably not be kindly received by provincial authorities since the problem, where it exists, is one common to all subject areas. For provinces where specialization is at a low standard, one would imagine that the only acceptable solution would be to improve the level of specialization in all important subjects including French.

Index of Extent of Specialization - English Used
as the Standard

A table which summarizes the situation much more clearly than does table 6 presents the proportion of specialists in any subject as it compares with the percentage of teachers employed as specialists among teachers of English in the same province. For example, 76% of teachers of English in British Columbia are specialists by our definition. If this is given a value of 100 then subjects where the extent of specialization is the same

as it is for English teachers will also be designated as 100, a subject where specialization is less than that of English will receive a value less than 100 and one where specialization is more extensive than that for English teachers will receive a value greater than 100. The table follows:

Table 7: Extent of Specialization - Teachers of Various Subjects
Compared to Teachers of English (English equals 100)
Seven Provinces

Province	Index of Extent of Specialization - English = 100					% of English Teachers Employed as Specialists
	English	Mathematics	French	History	Chemistry	
B.C.	100	100	108	80	70	76
Alta.	100	77	95	98	38	66
Man.	100	85	95	69	70	61
N.B.	100	100	88	88	99	67
N.S.	100	100	93	91	73	67
P.E.I.	100	109	82	77	70	44
Nfld.	100	119	85	69	165	26

Extent of Specialization Within Any One Province
Does Not Vary A Great Deal from Subject to Subject

French is not greatly discriminated against as a subject in any particular province in terms of utilization of teachers as specialists. If teachers of the basic subject of English concentrate on the teaching of their subject, so do French teachers; if the efforts of English teachers are spread around a number of subjects, French teachers in that province are required to disperse their teaching over a variety of subject areas. Provincial practice is reasonably uniform.

Summary

We examined the subject load of teachers of French to see whether teachers qualified to teach the second language were employed mainly for this subject or whether they had to teach many other subjects as well.

It was found that in some provinces a large proportion of French teachers are teaching French only, or at most one other subject; in other provinces there are very few French teachers who are able to concentrate on this subject.

When French was compared to other subjects in the extent to which subject teachers specialize, it was found that the employment of teachers in one or two subjects which they are best qualified to teach is a thing that depends more on the province where they teach than the subject they teach. In some provinces, no matter what the subject was a large proportion of the teachers were more or less specialists. In other provinces, most teachers were really generalists- teaching many subjects.

The conclusion was that although in many cases, French teachers were not mainly employed as French teachers, the situation was practically the same for teachers of other subjects in the same province.

CHAPTER 4How Well Trained are Teachers of French in Their Subject?

Formal training in preparation for the job of teaching French is not generally available in teacher training institutions or universities in Canada. It is therefore difficult to judge the competency of a French teacher from his paper qualifications. He may have had no university training in French and yet be fluent in speaking and reading the language because he has been brought up in a French-speaking milieu. On the other hand, he may have studied French at university but concentrated on French Literature and Grammar and not had much experience in verbal communication in the second language. Despite its imprecision, we will use college or university training in French as an index of competency to teach it with the hope that it will give us some measure of the qualifications of teachers of French in terms of training.

Each high school teacher in the seven provinces for which we have information was asked to indicate the number of college or university courses he had completed for each subject he taught. A teacher of French would check the number of such courses he had taken in French. Tables 8, 9 and 10 show the number of teachers of French grouped

according to the number of college or university courses they have taken in French. Table 8 gives this information for all teachers of French, talbe 9 deals only with those we have called specialists and table 10 shows the same breakdown for non-specialists.

Table 8

Numbers of College or University courses in French

All Teachers of French

PROVINCE		No answer or None	1 or 2	3 or 4	5 or 6	over 6	Total
BRITISH COLUMBIA	N %	38 7	81 15	103 19	74 13	253 46	549 100
ALBERTA	N %	87 15	160 27	179 30	53 9	110 19	589 100
MANITOBA	N %	37 8	120 26	198 43	39 8	62 14	456 100
NEW BRUNSWICK	N %	8 5	38 25	54 36	14 9	38 25	152 100
NOVA SCOTIA	N %	62 17	116 32	101 28	29 8	53 15	361 100
PRINCE EDWARD ISLAND	N %	15 24	25 40	16 25	3 5	4 6	63 100
NEW-FOUNDLAND	N %	130 30	243 55	37 8	11 3	18 4	439 100
TOTAL		377	783	688	223	538	2609
%		14	30	26	9	21	100

Number of College or University courses in French

Teachers of French only or French + one Other Subject

PROVINCE		No answer or None	1 or 2	3 or 4	5 or 6	Over 6	Total
BRITISH COLUMBIA	N %	25 6	54 12	79 18	59 13	233 52	450 100
ALBERTA	N %	37 9	87 23	121 32	44 11	85 22	374 100
MANITOBA	N %	13 4	55 20	125 46	23 8	50 18	266 100
NEW BRUNSWICK	N %	3 3	14 15	34 38	10 11	29 32	90 100
NOVA SCOTIA	N %	32 14	61 27	68 30	20 9	45 20	226 100
PRINCE EDWARD ISLAND	N %	5 22	6 26	8 35	1 4	3 13	23 100
NEW-FOUNDLAND	N %	10 10	53 55	17 18	8 8	9 9	97 100
TOTAL		125	330	452	165	454	1526
%		8	22	29	11	30	100

Number of College or University courses in French

Teachers of French plus 2 or more Subjects

PROVINCE		No an- swer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	N %	13 13	27 28	24 24	15 15	20 20	99 100
ALBERTA	N %	50 23	73 34	58 27	9 4	25 12	215 100
MANITOBA	N %	24 13	65 34	73 39	16 8	12 6	190 100
NEW BRUNSWICK	N %	5 8	24 39	20 32	4 6	9 15	62 100
NOVA SCOTIA	N %	30 22	55 41	33 24	9 7	8 6	135 100
PRINCE EDWARD ISLAND	N %	10 25	19 48	8 20	2 5	1 2	40 100
NEW- FOUNDLAND	N %	120 35	190 55	20 6	3 1	9 3	342 100
TOTAL		252	453	236	58	84	1083
	%	23	42	22	5	8	100

No Courses and No Response

In reading and analysing tables 8 to 10, one must take account of a problem that arose when coding of the original questionnaires was done by the Dominion Bureau of Statistics. It was found that a number of people who indicated that they had taken no courses in French did not seem to be answering correctly. For example, teachers who probably had university degrees from institutions which required French were found to have filled in '0' for the number of courses in French they had completed. An effort was made to correct such obvious errors, but it was finally decided by the D.B.S. to combine the category of no courses with those which were not filled in at all. This means that we do not know how many teachers were teaching French who had not taken any college or university courses in the second language.

Many Teachers Who Are Teaching French Do Not Have Much College or University Training in the Second Language

It is clear from table 8 that many teachers who are employed in teaching French in High School grades do not have much higher academic training in the subject. Most of the teachers of French in Newfoundland have only two courses or less and no province has less than 15% in this category. The proportions would be higher still if we could know the



number of people who were teaching without any college or university training in French. It is true that only three out of ten of the total of French teachers can with certainty be said to be French specialists, but our pessimistic comment is still valid, with variations from province to province. The most highly trained people (5 or more courses) make up 30% of French teachers and again there is variation according to province. 60% of B.C. French teachers are in the top category compared to only 7% of French teachers in Newfoundland.

Comparing the figures in tables 9 and 10 we find, of course, that those who do not specialize in teaching French (teachers with two or more subjects as well as French in their subject load) are much less well trained in the second language than those we have called specialists. There are five times as many specialists as generalists who have completed five or more courses in French and far fewer specialists than non-specialists who have only a minimum of training in the subject.



Provincial Variation in the Amount of Specialized Training
Expected from Teachers of High School French

Again it is found that there is a great deal of difference from province to province. This time it is in the amount of training in French done by teachers of this subject. Taking the proportion of highly trained teachers only, we see that people with five courses or more make up 59% of B.C. French teachers compared to only 7% of Newfoundland teachers of French in the same category and 23% in Nova Scotia as can be seen in table 8. The same sort of variations show up in tables 9 and 10 as well, though one finds more people with a higher degree of training among what we have called specialists than in the group with the more diverse subject load.

The Specialist Groups Only Will be Compared.

It is unrealistic to present the data on university courses completed by all teachers of French as representing people who spend most of their time on this subject. A large number, in some provinces teach two or more other subjects as well as French. These almost certainly do not spend a specialist's portion of time on the second language. Information for such teachers will be presented as it was in table 9, but will be discussed only briefly.

Most of the analysis in this study will concern specialist teachers of French. For comparative purposes, teachers of other subjects are grouped in a manner similar to that in tables 8 to 10 and data from them will be presented in the Appendix A. However, what we have called specialists will be our main concern.

A Minimum Standard of University Training in French

For purposes of comparison (provincial comparisons and comparison of the status of teachers in various subject areas) we have arbitrarily set three college or university courses as a minimum level of training for teaching a particular subject in high school. Following is a table showing the proportion of French specialist teachers who have attained this standard in various provinces as compared to specialists in other subjects. The percentages for French specialists are taken from table 9 and those for other subjects from tables in Appendix A.

French Specialists Are Reasonably Well Trained in Four Provinces

Over 80% of British Columbia French specialists have completed three or more college or university courses in French. Similarly high proportions are found in Alberta - 76%, Manitoba - 74% and New Brunswick - 81%. In the most easterly

provinces of Canada for which we have data the teachers are not as well prepared for their specialty by our arbitrary standard.

The Employment of Reasonably Qualified Specialist Teachers is More Closely Related to Provincial Practice than it is to the Subject that is being Taught

We found that certain provinces utilized their teachers more efficiently than others in terms of a small subject load for which the teachers might be most suited. A similar provincial difference exists in the matter of teachers with reasonable specialist training. Some provinces have a high proportion of better qualified teachers than others when judged by our standard of three college or university courses or more. We will see that this is true for French and for other subjects. This finding is illustrated by again using the school subject of English as a standard. Table 11 gives the actual proportions of specialist teachers of various subjects who have three or more courses in their specialty. Table 12 converts these percentages in terms of English = 100, for any particular province. For example in B.C. there are 87% of English specialists who have three or more courses in English. In the same province, only 82% of French specialists are as well trained in French. Therefore in table 12 French has an index lower than 100. It is calculated

by taking $\frac{82\%}{87\%}$ to give 94. A similar calculation is made for each other subject and for each province using as the standard the percentage for English in that province.

Tables 11 and 12 follow:

TABLE 11

Specialists (Teachers teaching one or two subjects)
Who Have Had Three or More College or University
Courses in the Subject They Are Teaching - Seven
Provinces

Specialists with Three Courses or More

<u>Province</u>		<u>English</u>	<u>Mathematics</u>	<u>French</u>	<u>History</u>	<u>Chemistry</u>
B.C.	N	1051	934	450	528	133
	%	87	71	82	91	89
Alta.	N	1129	738	374	239	136
	%	67	60	76	75	60
Man.	N	557	341	266	227	133
	%	77	63	74	82	85
N.B.	N	206	218	90	133	37
	%	76	44	81	66	65
N.S.	N	395	349	226	312	73
	%	75	40	59	69	70
P.E.I.	N	47	50	23	23	6
	%	55	10	52	74	83
Newf.	N	221	176	97	112	20
	%	59	28	35	68	35
Total	N	3606	2806	1526	1574	538
	%	75	58	70	79	75

TABLE 12

Proportion of Reasonably Qualified Specialist
Teachers of Various High School Subjects -
Converted in Terms of An Index which Sets Teachers
of English - 100

Index of Proportion of Reasonably Qualified Teachers

<u>Province</u>	<u>English</u>	<u>Mathe- matics</u>	<u>French</u>	<u>History</u>	<u>Chemistry</u>	<u>Actual Proportion English Teachers</u>
B.C.	100	82	94	105	102	87
Alberta	100	90	113	112	90	67
Manitoba	100	82	96	106	110	77
N.B.	100	58	107	87	86	76
N.S.	100	53	79	92	93	75
P.E.I.	100	18	95	135	151	55
Nfld.	100	47	59	115	59	59

Employment of Reasonably Qualified Teachers to Give Special
Courses Follows the Provincial Pattern

It can be seen that in most cases the policy for English as a basic subject may be taken as representative of a provincial pattern. Where there is a high proportion of reasonably well trained subject specialists in English, the same is true for other subjects. When English is given a lower status in this sense, the policy in regard to other subjects seems to follow suit. There are some exceptions to

this rule, but these may perhaps be explained by individual circumstances. In any case, it is clear that French is not seriously discriminated against from this point of view - except perhaps in Newfoundland.

Utilization of Teachers of French at Various Grade Levels

In the present survey each teacher was asked to indicate the grade or grades he was teaching. This information was arranged to group teachers into three classes.

1. Teachers who taught in the senior grades only - junior matriculation or higher.
2. Teachers who taught in junior high school grades only (not including the junior matriculation year).
3. Teachers who taught at both levels.

An examination of the numbers of French teachers in each category shows that there are very few teaching senior grades only. The bulk are teaching at the junior level or doing work at both levels.

TABLE 13

Distribution of French Teachers According to
the Grade Level at Which They Teach

Province	Grade Level Taught							
	Senior Grades		Junior Grades		Junior and Sen. Grades		Total	
	N	%	N	%	N	%	N	%
B.C.	16	3	370	67	163	30	549	100
Alta.	79	13	236	40	274	47	589	100
Man.	90	20	174	38	192	42	456	100
N.B.	13	9	104	68	35	23	152	100
N.S.	52	14	213	59	96	27	361	100
P.E.I.	10	16	47	75	6	10	63	100
Nfld.	31	7	261	59	147	33	439	100
Total	291	11	1405	54	913	35	2609	100

Are Specialists and Better Qualified Teachers Distributed
Equitably Among the Three Grade Levels?

In most provinces over half the available French teachers are employed in the junior grades only and most of the others have a load of students at both upper and lower grade levels. Two questions that come to mind are whether a disproportionate number of better teachers is employed in any one category or whether preferred treatment in terms of specialists is given to one or another grouping. If either situation exists, it might be suggested that a re-arrangement of teachers according to level could result in a more adequate use of the available teachers. In order to examine these questions we have produced a table for each grade level showing:

1. its share of specialists in each province. This is calculated, for example, in table 13 (Junior Grades) - province of B.C. by taking $\frac{\text{the number of French specialists in Junior grades i.e. } 298}{\text{the total of French specialists in all grades } 450}$ making the share of French specialists for the junior grades 66%.

2. its share of teachers with more training. For the junior level in British Columbia this is calculated by taking $\frac{\text{the number of French specialists with 3 or more courses in the total of 3 or more French teachers in B.C. junior grades i.e. } 264}{430}$ making the share of better trained French teachers for the junior grades in B.C. 61%

Comparing the above two examples with the figures in Table 12 we find the following to be the situation of French in the junior grades in B.C.:

Share of all teachers	67%
Share of specialists	66
Share of better trained	61

The comparison indicates the share of specialists and share of better trained teachers is slightly less than you might expect from knowledge of the share of B.C. French teachers involved in teaching junior grades only. The following three tables summarize this kind of comparison for each province:

Table 13 Teachers of Junior Grades only

Table 14 Teachers of Senior Grades only

Table 15 Teachers of Junior and Senior Grades

Table 13a

Teachers of French Teaching in Junior H.S. Grades OnlyShare of Specialists- (French only or French plus one other subject)Share of Teachers with Three or More University Courses in French

	All <u>French</u> Teachers			Teachers of Jun. Grades only		
	N	Specia- lists	Three Courses	N	Specialists	Three Courses
British Columbia	549	450	430	370	298	264
	% Share of B.C. Teachers			67	66	61
Alberta	589	374	342	236	138	112
	% Share of Alta. Teachers			40	37	33
Manitoba	456	266	299	174	95	83
	% Share of Man. Teachers			38	36	28
New Brunswick	152	90	104	104	58	61
	% Share of N.B. Teachers			68	64	59
Nova Scotia	361	226	184	213	115	87
	% Share of N.S. Teachers			59	51	47
Prince Edward Island	63	23	23	47	13	12
	% Share of P.E.I. Teachers			75	57	52
Newfoundland	439	97	66	261	43	26
	% Share of Nfld. Teachers			59	44	39
Total	2609	1526	1448	1405	760	645
	% Share of all French Teachers			54	50	45

Table 14

Teachers of French-Teaching in Senior H.S. Grades OnlyShare of Specialists-(French only or French plus one
other subject)Share of Teachers with Three or More
University Courses in French

	All <u>French</u> Teachers			Teachers of Senior Grades Only		
	N	Specia- lists	Three Courses	N	Specialists	Three Courses
British Columbia	549	450	430	16	13	15
	% Share of B.C. Teachers			3	3	3
Alberta	589	374	342	79	56	59
	% Share of Alta. Teachers			13	15	17
Manitoba	456	266	299	90	62	77
	% Share of Man. Teachers			20	23	26
New Brunswick	152	90	104	13	6	9
	% Share of N.B. Teachers			9	7	9
Nova Scotia	361	226	184	52	33	36
	% Share of N.S. Teachers			14	15	20
Prince Edward Island	63	23	23	10	5	7
	% Share of P.E.I. Teachers			16	22	30
Newfoundland	439	97	66	31	11	8
	% Share of Nfld. Teachers			7	11	12
Totals	2609	1526	1448	291	186	211
	% Share of all Teachers			11	12	15

Table 15

Teachers of French-Teaching in Junior and Senior H.S. GradesShare of Specialists-(French only or French plus one
other subject)Share of Teachers With Three or More
University Courses in French

	All <u>French</u> Teachers			Teachers of Junior and Senior Grades		
	N	Specia- lists	Three Courses	N	Specialists	Three Courses
British Columbia	549	450	430	163	139	151
	% Share of B.C. Teachers			30	31	35
Alberta	589	374	342	274	180	171
	% Share of Alta. Teachers			47	48	50
Manitoba	456	266	299	192	109	139
	% Share of Man. Teachers			42	41	46
New Brunswick	152	90	104	35	26	34
	% Share of N.B. Teachers			23	29	33
Nova Scotia	361	226	184	96	78	61
	% Share of N.S. Teachers			27	35	33
Prince Edward Island	63	23	23	6	5	4
	% Share of P.E.I. Teachers			10	22	17
Newfoundland	439	97	66	147	43	32
	% Share of Nfld. Teachers			33	44	48
Total	2609	1526	1448	913	580	592
	% Share of all Teachers			35	38	41

Teachers of Junior Grades Only Have Less than their Share of Specialists and More Highly Trained French Teachers

Tables 13 to 15 show the following situation with respect to the distribution of specialists and more highly trained teachers among the various grade levels.

Share of Specialists

In almost every province teachers at the senior level only or those having a mixed teaching load have their expected share of specialists or more. Teachers at the junior level only are consistently under-represented in terms of specialist teachers although the difference from what one might expect is often small.

Share of Teachers with Three or More College or University Courses in French

In every province teachers at the senior level only or those having a mixed teaching load have their expected share of better trained teachers or more. Teachers at the junior level only are consistently under-represented in terms of better trained teachers. This ranges from a deficit of only 5% in New Brunswick to one of 20% in Newfoundland and higher than that for P.E.I.

Re-Arrangement of Teachers at Various Levels?

Although there is a consistent handicap in terms of optimum use of teachers among those who teach junior grades only, it is not likely that any kind of re-arrangement could basically improve the situation. However, it might be something that could be kept in mind.

Teachers of Junior Grades Only - An Inferior Group

Our findings in terms of the share of specialists and better trained teachers for French teachers seems to apply to other subjects for which we have information. In English, Mathematics, History and Chemistry the same situation is found as illustrated in Tables 16 and 17 below:

In Appendix D we have provided tables similar to 13 to 15 for the subjects mentioned above. From these we have calculated the proportion of the expected share of specialists and better trained teachers for each group of teachers of junior grades only. Table 16 was calculated by taking the

<u>Actual Share of Specialists</u>	for each province
<u>Expected Share of Specialists</u>	

as it applies to each subject. For example, in B.C. French teachers in junior grades show the following (table 13):

<u>Actual Share of Specialists</u>	-	$\frac{66\%}{67\%}$	=	.99
<u>Expected Share of Specialists</u>				

Table 17 was calculated in a similar way using e.g. for B.C. French teachers in junior grades (table 13):

$$\frac{\text{Actual Share of Better Trained Teachers}}{\text{Expected Share of Better Trained Teachers}} = \frac{61\%}{67\%} = .91$$

Almost without exception, the index as calculated above has a value of less than 1 or less than 100 as shown on the tables. Again, French does not show up differently than other subjects. In this case, it often shows up better.

Table 16

Proportion of Expected Share of Specialists
Teachers of Junior Grades Only -
(Calculations explained above)

Proportion of Share of Specialists

Province	English	Maths	French	History	Chemistry
B.C.	95	97	99	93	78
Alta.	91	94	83	86	68
Man.	89	88	95	76	60
N.B.	91	89	94	90	67
N.S.	89	95	86	88	100
P.E.I.	77	99	76	58	0
Nfld.	93	82	75	83	38

Table 17

Proportion of Expected Share of Better Trained
Teachers - Teachers of Junior Grades Only
(Calculations explained above)

Proportion of Share of Better Trained Teachers

Province	English	Maths	French	History	Chemistry
B.C.	95	96	91	93	84
Alta.	76	74	83	86	68
Man.	80	79	74	78	80
N.B.	93	85	87	83	105
N.S.	89	60	80	88	42
P.E.I.	64	62	69	71	0
Nfld.	82	75	66	71	65

Are There Many Teachers Qualified to Teach French
Who Are Teaching Other Subjects?

A question that arises when one is thinking of ways to expand and improve the teaching of French is, "Are there many teachers reasonably qualified to teach French who are teaching other subjects?"

This may be a useless question because even if there are such teachers, the fact that they are doing other things suggests that they may prefer to teach subjects other than French. Another problem in presenting statistics of this kind (which we are going to present in any case) is that an undetermined number of the teachers who answered the D.B.S. questionnaires are working as administrators rather than teachers.

To find the number of potential teachers of French among teachers of other subjects, we grouped all High School teachers according to the number of courses they claimed to have completed in French. This is presented in table 18 below. It includes teachers of French.

Table 18

Number of University or College Courses in French
All High School Teachers - Seven Provinces

Province		None or no Answer	One or Two	Three or Four	Five of Six	Over 6	Total
B.C.	N	3,290	1,547	305	104	304	5,550
	%	59	28	6	2	5	100
Alta.	N	3,898	774	327	67	135	5,201
	%	75	15	6	1	3	100
Man.	N	1,415	759	337	58	85	2,654
	%	53	29	13	2	3	100
N.B.	N	313	423	126	21	42	925
	%	34	46	14	2	4	100
N.S.*	N	827	961	322	48	85	2,243
	%	37	43	14	2	4	100
P.E.I.	N	78	134	28	5	5	250
	%	31	54	11	2	2	100
Nfld.	N	661	559	90	16	20	1,346
	%	49	42	7	1	1	100
Total	N	10,482	5,157	1,535	319	676	18,169
	%	58	28	8	2	4	100

* N.B. Teachers who teach in schools where French is the language of instruction are excluded from New Brunswick figures.

How Many Potential Teachers of French are There Among Teachers of Other High School Subjects?

If we set three college or university courses in French as reasonable preparation for the teaching of French in High school we can arrive at an estimate of the number of people presently teaching other subjects who could be added to the corps of French teachers. Again it must be emphasized that this is an artificial exercise in that often the subjects taught are a matter of preference and that some potential French teachers are out of teaching entirely and in administration.

Calculating the Number of Potential French Teachers

If we subtract the number of teachers with three or more French course who are presently engaged in teaching French from the number of all teachers who have an equivalent academic background in the second language, we arrive at the number of potential French teachers. This is done in table 19.

Table 19

Potential French Teachers - Teachers Who Have Completed Three or More College or University Courses in French but are Not Presently Teaching French - Seven Provinces

Teachers with 3 or More French Courses

Province	All H.S. Teachers	French Teachers	Difference (Potential Teachers of French)
B.C.	713	430	283
Alta.	529	342	187
Man.	480	299	181
N.B.	189	106	83
N.S.	455	183	272
P.E.I.	38	23	15
Nfld.	126	66	60
Total	2530	1449	1081

Expansion of Corps of French Teachers from Teachers of Other Subjects Theoretically Possible

Quite a large increase in the number of teachers teaching French is theoretically possible from the present fund of teachers of other subjects. These new teachers would have better paper qualifications than many of the teachers presently involved in this work. In the case of Nova Scotia, there are more teachers with the qualifications we have set not teaching French than there are among those presently teaching the second language. The theoretical percentage increase in the

French staff of each province is shown in table 20. This is arrived at by showing the number of potential French teachers as a percentage of all teachers presently teaching French.

Table 20

Potential Increase in French Teaching Staffs
Seven Provinces

Number of Potential French Teachers
Number of Teachers Teaching French

Province	Present French Teachers	Potential French Teachers	% Increase Possible
B.C.	549	283	52
Alta.	589	187	32
Man.	456	181	40
N.B.	152	83	55
N.S.	361	272	75
P.E.I.	63	15	24
Nfld.	439	60	14
Total	2609	1081	41

Substantial Increase Theoretically Possible Within Most Provinces

An examination of table 20 indicates that a substantial increase in the number of French teachers could theoretically be achieved in many provinces without recruiting teachers from other provinces. An improvement of the quality might also be accomplished, at least in terms of academic preparation for the specialty. The province in the best position to accomplish such an improvement is Nova Scotia, which could expand to a measure of 75% from its own resources. Newfoundland could only find 14% more reasonably qualified French teachers from its present teaching corps.

Summary

We examined the extent to which teachers of French have received specialized training in their subject. The measure used was the number of college or university courses completed in French, though this does not always reflect the quality of the teacher.

We found that there is a great variety in the amount of training received by French teachers, about one third in the seven provinces included in the study having completed two courses or less in the second language and thirty per-cent with five or more courses to their credit.

When we looked at teachers who more or less specialized in French the situation was better, with over 40% in the higher category.

Great differences in the proportion of better trained teachers was found from province to province, with some provinces having a very high proportion of reasonably trained French teachers, especially in the case of specialists. Other provinces were less favoured in this respect.

When data on training was examined for teachers of other subjects, it was found that the dominant patterns are provincial. In a province, where there was a high proportion of reasonably trained teachers of French, other subjects were similarly fortunate. In a province where

a large proportion of teachers were employed with less training, all subjects were more or less equally deprived.

We tried to pin-point the weakest point in terms of reasonably trained teachers according to the grade level. It was found that teachers who taught exclusively in the junior grades had somewhat less than their share of teachers with a reasonable amount of training.

Looking for people qualified to teach French among teachers of other subjects, we found that there were quite a few teachers who had a reasonable amount of training in French in terms of college and university courses completed, who were not involved in teaching this subject. Many of these have certainly chosen not to teach the second language. However, in theory, there is a fund of reasonably qualified people who might be called upon to increase the number of French teachers.

CHAPTER 5

General Academic Level Attained by French Teachers

It has been the expressed aim of many teachers' organizations and departments of education to raise the requirements for entry into the teaching profession to include a university degree. This ideal has not been achieved as yet, even at the high school level, in the provinces for which we have information. There are still large numbers of teachers with less than a university degree teaching high school grades. This is true for people teaching French as well as for those teaching other subjects.

Tables 21 to 23 give in reasonable detail the distribution of teachers of French according to the number of years of education they have had after junior matriculation. The titles use the wording of the D.B.S. questionnaires. It is possible that in some provinces a university year in a field not directly related to school subjects might not be recognized. In other provinces a teacher might be given credit in terms of pay for a year which he had not actually completed. Roughly, however, it represents post-junior high school studies. As with the breakdown of teachers according to their specialist training the three tables treat separately:

Table 21 all teachers of French

Table 22 specialist teachers

Table 23 non-specialist teachers.

Table 21

Years of Education Paid - After Junior High School

All Teachers of French

PROVINCE		No Answer	None	1-3 years	4 years	5 years	Over 5 years	Total
BRITISH COLUMBIA	N %	4 1	0 -	62 11	58 11	293 53	132 24	549 100
ALBERTA	N %	26 5	0 -	116 20	72 12	226 38	149 25	589 100
MANITOBA	N %	19 4	0 -	93 20	54 12	151 33	139 31	456 100
NEW BRUNSWICK	N %	4 3	0 -	40 26	51 34	40 26	17 11	152 100
NOVA SCOTIA	N %	0 -	16 5	88 24	36 10	177 49	44 12	361 100
PRINCE EDWARD ISLAND	N %	2 3	4 6	33 52	4 6	20 3	0 -	63 100
NEW- FOUNDLAND	N %	0 -	78 18	246 56	74 17	30 7	11 2	439 100
TOTAL		55	98	804	600	758	294	2609
	%	2	4	31	23	29	11	100

Years of Education Paid - After Junior High School

Teachers of French, French + 1 Other Subject

PROVINCE		No Answer	None	1-3 years	4 years	5 years	Over 5 years	Total
BRITISH COLUMBIA	N %	3 1	0 -	48 11	47 10	242 54	110 24	450 100
ALBERTA	N %	18 5	0 -	63 16	40 11	153 41	100 27	374 100
MANITOBA	N %	5 2	0 -	41 15	27 10	105 40	88 33	266 100
NEW BRUNSWICK	N %	3 3	0 -	23 25	32 36	25 28	7 8	90 100
NOVA SCOTIA	N %	0 -	15 7	52 23	25 11	106 47	28 12	226 100
PRINCE EDWARD ISLAND	N %	2 9	0 -	10 43	2 9	9 39	- -	23 100
NEW- FOUNDLAND	N %	0 -	3 3	41 42	30 31	17 18	6 6	97 100
TOTAL		31	18	345	394	528	210	1526
	%	2	1	23	26	34	14	100

Years of Education Paid - After Junior High School

Teachers of French + 2 or More Subjects

PROVINCE		No Answer	None	1-3 years	4 years	5 years	Over 5 years	Total	
BRITISH COLUMBIA	N	1	0	14	11	51	22	99	
	%	1	-	14	11	52	22	100	
ALBERTA	N	8	0	53	32	73	49	215	
	%	4	-	24	15	34	23	100	
MANITOBA	N	14	0	52	27	46	51	190	
	%	7	-	28	14	24	27	100	
NEW BRUNSWICK	N	1	0	17	19	15	10	62	
	%	2	-	27	31	24	16	100	
NOVA SCOTIA	N	0	1	36	11	71	16	135	
	%	-	-	27	8	53	12	100	
PRINCE EDWARD ISLAND	N	0	4	23	2	11	-	40	
	%	-	10	58	5	27	-	100	
NEW- FOUNDLAND	N	0	75	205	44	13	5	342	
	%	-	22	60	13	4	1	100	
TOTAL		24	80	400	146	280	153	1083	
		%	2	7	37	14	26	14	100

Many Teachers of French in High School Grades Do Not Have University Degrees

Table 21 does not actually show the percentage of teachers with university degrees, but if it is assumed that a degree is not usually obtained with three years or less of education after junior high school, we must conclude that most of the 35% of teachers in that class do not have degrees. The situation is somewhat better for specialists than non-specialists. Three-quarters of the people we have called specialists probably have a bachelor's degree or higher compared to less than sixty per cent of those teachers described in table 23.

Teachers with higher degrees are probably included among the 11% of teachers with over 5 years of education paid, although not all people in this category have actually completed a Master's degree or PhD. People in the highest educational category are not disproportionally distributed among specialists and non-specialists if one compares the figures in tables 22 and 23.

Provincial Differences Exist in the Employment of French Teachers With Varying Amounts of Post-Secondary Training.

Looking at table 21, we see that in most provinces, no teachers are employed to teach French if they have only junior matriculation. However 18% were hired with no post-secondary

training in Newfoundland and small numbers in two other provinces. There are important provincial differences also in the highest category in table 21. One quarter or more of French teachers from each of the western provinces have more than five years of education after junior matriculation, while 12% or less are well educated in the Atlantic provinces.

Again, in comparing the figures in tables 22 and 23, we find that teachers employed as specialists have fewer people in the categories of teachers with a minimal amount of post-secondary training in any province that is examined and more people who are better educated.

Specialists with Five Years or More of Education after Junior High School

As before we will look more closely at what we have called specialist teachers. Setting five years or more years of education after junior matriculation as a reasonable level of post-secondary training we find great differences from province to province. From table 22 for French teachers and similar tables in Appendix B we get the following picture for specialist teachers of French and four other subjects in table 24.

Table 24 Specialists (Teachers Teaching One or Two Subjects)
Who Have Had Five or More Years of Education after
Junior Matriculation -
Five Subjects - Seven Provinces.

Percent of Teachers with Five Years or More After Junior
Matriculation.

Province		English	Maths	French	History	Chemistry
B.C.	N	1052	934	450	527	133
	%	82	82	78	89	94
Alta.	N	1168	738	374	244	136
	%	64	33	27	81	91
Man.	N	578	341	266	236	133
	%	66	40	33	73	88
N.B.	N	210	218	90	136	37
	%	41	39	35	42	65
N.S.	N	395	349	226	312	73
	%	69	69	59	74	82
P.E.I.	N	48	50	23	24	6
	%	25	28	39	42	66
Newf.	N	221	176	97	112	20
	%	29	26	24	32	60
Total	N	3672	2806	1526	1591	538

Education Level Attained by French Teachers in Any Province
Does Not Differ Very Much From the Level Achieved by Teachers
of Other Subjects

If we take five or more years of education after junior matriculation as a reasonable standard of education, we find that the proportion of specialist teachers who attain this standard does not vary as much from subject to subject in any one province as it does from province to province.

An examination of tables 24 and 25 shows that in provinces where teachers are very well educated, this is true no matter what subject is taught. In others, where teachers are employed with lesser standards, the standard is low for most subjects. Table 24 shows the actual percentages of specialist teachers who have attained the level we have set. Table 25 converts the percentages in terms of English = 100.

Table 25 Proportion of Specialists (Teachers teaching one or two subjects) Who Have Had Five or More Years of Education after Junior Matriculation.
Percentages in table 24 are converted in terms of English = 100.

Province	English	Maths	French	History	Chemistry	Actual % English Teachers
B.C.	100	98	95	109	115	82
Alta.	100	114	111	127	142	64
Man.	100	112	111	111	133	66
N.B.	100	90	88	102	159	41
N.S.	100	101	86	107	119	69
P.E.I.	100	116	156	168	264	25
Mfld.	100	59	83	110	207	29

N.B. The method of converting percentages is similar to that used for table 12.

Teachers of French are as Well Educated as Teachers of Other Subjects in the Same Province

When the educational level attained by teachers of French is compared in each province with the standard of teachers of English as above, it is clear that with certain exceptions French teachers are about as well educated as teachers of other subjects.

Summary

The general academic level of French teachers was examined in terms of post-secondary education achieved. It was found that there is still a large proportion of teachers of French which is involved in high school teaching without having graduated with a university degree. This is less true for what we have called French specialists than it is for people teaching many subjects.

There are great provincial differences in success in recruiting French teachers who have attained a reasonable academic level.

However, when a comparison is made of the proportions of teachers with better general qualifications from subject to subject, it is found that within each province the differences are not too great. Some provinces have a large proportion of better educated teachers than others, no matter what subject is looked at.

The conclusion is that the problem for any particular province is not that of raising the academic level of teachers of French alone, but that of teachers of all subjects.

CHAPTER 6

Years of Experience Teaching French in High School Grades

Data on years of experience in teaching French was collected as another measure of the competence of a teacher of this subject. Theoretically an incompetent teacher will not be kept on his job for very many years. As well, competence should be expected to improve with experience, though this is not always the case.

However, it was found that the distribution of teachers of French, and indeed, of other subjects by years of experience does not vary greatly from province to province and so the information was used in another way - as an index of the stability of French or other subjects in terms of teaching staff.

Tables 26 to 28 present teachers of French distributed according to the number of years of experience they have had teaching the subject in high school grades. As usual the information is presented separately for:

Table 26	all teachers of French
Table 27	specialist teachers
Table 28	non specialist teachers

Years of Experience - Teaching French in High School Grades

All Teachers of French

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	29 5	55 10	233 43	89 16	143 26	549 100
ALBERTA	T %	75 13	69 12	239 40	101 17	105 18	589 100
MANITOBA	T %	25 6	73 16	180 39	96 21	82 18	456 100
NEW BRUNSWICK	T %	10 7	25 16	65 43	26 17	26 17	152 100
NOVA SCOTIA	T %	9 2	53 15	142 39	64 18	93 26	361 100
PRINCE EDWARD ISLAND	T %	8 13	3 5	25 39	12 19	15 24	63 100
NEW- FOUNDLAND	T %	78 18	89 20	174 40	41 9	57 13	439 100
TOTAL		234	367	1058	429	521	2,609
%		9	14	41	16	20	100

Years of Experience - Teaching French in High School Grades

Teachers of French only - French and one other subject

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	19 4	42 9	189 42	75 17	125 28	450 100
ALBERTA	T %	39 10	47 13	156 42	63 17	69 18	374 100
MANITOBA	T %	11 4	35 13	111 42	56 21	53 20	266 100
NEW BRUNSWICK	T %	4 4	13 15	38 42	17 19	18 20	90 100
NOVA SCOTIA	T %	5 2	34 15	87 39	46 20	54 24	226 100
PRINCE EDWARD ISLAND	T %	3 13	1 4	9 39	2 9	8 35	23 100
NEW- FOUNDLAND	T %	9 9	21 22	41 42	7 7	19 20	97 100
TOTAL		90	193	631	266	346	1526
	%	6	13	41	17	23	100

Years of Experience - Teaching French in High School Grades

Teachers of French and Two or More Subjects

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	10 10	13 13	44 45	14 14	18 18	99 100
ALBERTA	T %	36 17	22 10	83 38	38 18	36 17	215 100
MANITOBA	T %	14 8	38 20	69 36	40 21	29 15	190 100
NEW BRUNSWICK	T %	6 10	12 19	27 44	9 14	8 13	62 100
NOVA SCOTIA	T %	4 3	19 14	55 41	18 13	39 29	135 100
PRINCE EDWARD ISLAND	T %	5 12	2 5	16 40	10 25	7 18	40 100
NEW- FOUNDLAND	T %	69 20	68 20	133 39	34 10	38 11	342 100
TOTAL		144	174	427	163	175	1083
	%	13	16	40	15	16	100

Not Much Variation from Province to Province

Although we have found that there is a great deal of variation between provinces in the distribution of teachers according to degree of specialization, specialized training and general academic level, the same is not true for amount of experience. In almost every province the proportions are about the same: 15% with no experience, 40% with 1 to 5 years, 26% with 6 to 19 years and 20% over 10. Table 26 gives this picture.

Over Half the French Teachers in each Province except P.E.I. Have Five Years of Experience or Less.

When one examines table 26, it is found that half the teachers or more have five years of experience or less in every province except P.E.I. where there are somewhat less. This is true for specialists and non-specialists, with only one more exception. Among non-specialists in Alberta, there are 48% in this category. Table 29 illustrates this:

Table 29 Percentage of Teachers of French Who Have Had Five Years or Less Experience Teaching their Subject in High School Grades - Percentages from tables 26 to 28.

Province	% of Teachers with 5 Years or Less Experience Teaching French in High School Grades		
	All Teachers	Specialists	Non-Specialists
B.C.	53	51	58
Alta.	52	55	48
Man.	55	55	56
N.B.	59	57	63
N.S.	54	54	55
P.E.I.	44	43	45
Nfld.	60	64	59

Large Number of New Teachers of French

The figures in table 29 indicate dramatically the high proportion of comparatively new teachers of high school French in every province. In a way, then, it could be used as an index of the stability of the teacher force. It is

known that there is quite a large turnover in teaching generally and so, our finding may be only a confirmation of this in the case of French teachers. However, it might also be a measure of recent expansion in this subject area. The relatively high figure for new teachers among the French specialists in the province of Newfoundland may be an indication of a policy of greater emphasis given to the teaching of French in that province in recent years.

A Large Turnover May Mean that There is a Fund of Experienced Teachers of French

An idea that comes to mind when examining the large turnover among French teachers is that this might be put to advantage in any effort at expansion of this area. If the teachers who continually leave are to some extent competent people, it indicates the existence of a fund of people who might be induced to return to the job of teaching French.

Distribution of Experienced Teachers Similar for Other Subjects

In appendix C will be found details of the distribution of teachers of subjects other than French according to the years of experience they have had in teaching their own subject. They are similar to tables 26 to 28 for French teachers. An examination of these shows that the proportions in each category is not very much different from that

found for teachers of French. Table 30 will present a summary of the proportions of relatively new teachers among specialist teachers in five subjects including French. Specialist teachers are compared as these are the ones most likely to be spending a large proportion of their time on one subject.

Table 30 Percentage of Specialists (teachers of one or two subjects) Who Have Five Years of Experience or Less in Teaching Their Subject in High School Grades - Seven Provinces.

Percentage of Teachers With 5 Years or Less					
Province	English	Mathematics	French	History	Chemistry
B.C.	50	50	51	49	61
Alta.	51	47	55	50	55
Man.	65	56	55	62	70
N.B.	62	56	57	63	68
N.S.	57	48	54	61	63
P.E.I.	67	56	43	58	100
Nfld.	50	44	64	60	70

A reading of the figures in table 30 shows that there is a remarkable similarity in the percentage of relatively new teachers in most subject areas and most provinces. However, there are exceptions. The most prominent of these is Chemistry which has a consistently higher proportion of new teachers than the others in each province. This suggests a use of the figures to measure the relative expansion of the importance of a subject in a provincial system.

Relative Expansion of Teaching Force in Various Subject Fields

There may be an expansion in the teaching force in a particular subject area for a number of reasons.

1. There is known to be a large turnover in the teaching profession. One of the reasons for this is said to be the large number of people who enter the profession who do not intend to make it a career. However, there is not much reason to believe that teachers of one subject are more likely to leave than those of another.
2. There may be movement from one specialty to another. It is known that teachers often start out in teaching one subject and later switch to another. English and History are high school subjects which may have a large turnover for this reason. It is less likely that a person starting out in French would use this subject as an entry to the profession.
3. There may be a general expansion of the school population which would require an influx of new teachers. There is not much reason to believe that this would affect one subject more than it does another.
4. There might be a concerted effort to give greater importance a certain subject or group of subjects by a provincial system. This may have happened recently

in the case of the physical sciences and may be reflected for the consistently higher proportion of new teachers of Chemistry in table 30. It could also reflect a greater interest in the subject of French.

An index of Expansion of the Teaching Force

In any case, the proportion of new teachers does reflect the stability of the teaching force and perhaps an unusually high proportion could indicate an expansion of the type suggested in item 4 above - one that is due to a recent increase in interest in the subject.

Table 31 will present the same information as table 30, but with the percentages converted in terms of the percentage of new teachers of English for any province. It has been suggested that English is itself a subject of high turnover, so subjects which have new teachers in a greater proportion than English teachers will probably be expanding, but perhaps for reasons other than that of English teachers.

Table 31 Index of Expansion of Teaching Force Comparison of Specialists Only in Five Subjects. Percentages are Taken From Table 30, but converted in terms of English = 100 for each Province.

Index of Expansion of Teaching Force						Actual %
Province	English	Maths.	French	History	Chemistry	for English
B.C.	100	100	102	98	122	50
Alta.	100	92	108	98	108	51
Man.	100	86	85	95	108	65
N.B.	100	90	92	102	110	62
N.S.	100	84	95	107	111	57
P.E.I.	100	84	64	87	149	67
Nfld.	100	88	128	120	140	50

Expansion of the Teaching Force

If the above index does reflect expansion of the teaching force, one might see an expansion in the teaching of Chemistry in all provinces. There may be an indication of growth of the importance of French in B.C. and Alberta and certainly in Newfoundland. In the case of Newfoundland one might detect a general expansion which is most evident in the less traditional subjects.

Summary

When we looked at the distribution of French teachers according to years of experience in teaching this subject in high school grades, we found a majority to be relatively new to their jobs (5 years or less). However, the pattern seemed to be similar for every province and all subjects. This caused us to question experience as a good measure of quality. We found about the same proportion of new teachers in British Columbia where the highest standards were found in general and specialized education of teachers as we did in Newfoundland where teachers are less well trained.

Using the proportion of relatively new teachers as an index of expansion of the teaching force, we found some signs of recently improved status for French in terms of new teachers recruited in British Columbia, Alberta and Newfoundland.

CHAPTER 7

The Relative Importance Given to French Compared Other Subjects in Each Province

In the preceeding pages we have presented a certain amount of information about the qualifications of teachers of French and about the way in which they are employed in seven provincial school systems. The subjects covered were the following:

1. Numbers of teachers.
2. Extent of Specialization.
3. The Amount of Specialized Training Received.
4. The General Educational Level Attained.
5. The Amount of Experience in Teaching French.

Each of these items helps to describe the actual situation of the teaching of French from the point of view of the quality of teachers and their utilization.

Descriptive tables were presented to give in reasonable detail the facts for each category. Details for French teachers were incorporated into the text of the report. Those for teachers of four other subjects were placed in the appendices.

Each item is Used as an Index

We did not stop at description, but used each item or figures abstracted from it as an index of the importance given to French as a school subject. This allowed comparisons to be made of the importance given to French by one province compared to another, and within each province, the relative importance of French as compared with other subjects.

Four Indices of the Importance Given to French Used to Summarize the Situation in Each Province.

In this chapter we will use the last four items listed above to summarize for each province separately, our findings about the relative importance given to French as a subject. Throughout the report we have emphasized our impression that inter-provincial differences were greater than differences between subjects within a province. However it is worth looking at each province to see what the status of French is in the hierarchy of subject matters.

English Will be Used as the Standard

For each index, the status of English will be used as the standard for comparison. English will always be given a value of 100. Percentage ratings for other subjects will be converted in terms of English. Thus a score of 100 will represent a status equal to that of English. A score of over 100 will indicate a status higher than English, and a score below 100 will show a status inferior to English.

Explanation of Four Indices

The four indices to be used are the following:

1. Extent of Specialization

It is assumed that efficient use of teachers is an indication that a subject is considered important. The most efficient use of a teacher qualified to teach French, for example, would be to have him spend all his time teaching the subject. Since there is no province where each teacher handles one subject only, we have combined teachers of French only with teachers of French plus one other subject and called these specialist teachers from the point of view of their employment by the school.

It is reasonable to say that a province which employs a higher proportion of French teachers than English teachers as specialists is giving greater attention to French from this point of view. The index used to measure extent of specialization is the proportion of specialist teachers among all teachers of a subject.

Assuming that English is considered an important subject in each province, it was taken as the standard, and percentages converted in terms of English = 100. For example, in British Columbia 76% of English teachers are employed as specialists by our definition. This will be given a value of 100. A subject like Chemistry which has less than 76% of its teachers employed as specialists would receive a rating of less than 100. A subject like French, which has more than 76% would be given a rating of more than 100.

In fact, the ratings for this index are as follows in British Columbia:

School Subject	Actual % Specialists	Calculation of Converted Rating	Extent of Specialization Converted Rating
English	76	76/76	100
Mathematics	76	76/76	100
French	82	82/76	108
History	61	61/76	80
Chemistry	53	53/76	70

2. Expansion in Teaching Force

From the data on years of experience in teaching a subject in high school grades we have abstracted the proportion of relatively new teachers - those who have taught a subject for five years or less. This has been labelled an index of expansion in the teaching force. The arguments for interpreting these percentages in this way are given in chapter 6. For the purpose of this chapter, we will assume that a greater expansion in the teaching force in one subject compared to another may represent a greater importance given to the subject as compared to its more stable fellow. Again, English is used as the standard although this may give a conservative estimate of the expansion of other subjects. The figures

for all teachers of each subject are used in this index so that there will not be a distortion in those provinces where most of the teachers are not specialists. Percentages are converted in terms of English = 100.

3. General Academic Background.

The data on years of education for which teachers are paid discussed in chapter 5 is used to devise an index which relates to the general academic background of specialists in various subjects. A comparison is made of the proportion of better educated teachers in each subject area for every one of the seven provinces. Five years of education after junior matriculation is used as a reasonable standard of education. The assumption in making comparisons using this measure is that a subject in which a high proportion of people with good academic attainments are employed is one which is considered more highly than one where the proportion is low.

As usual percentages are converted in terms of English = 100, making this subject the standard of comparison.

4. Specialized Training

From the data on specialized training in terms of college and university courses completed in various subjects taught as discussed in chapter 4. a fourth index has been devised. This uses as a standard three or more college or university courses completed by a teacher in the subject he teaches. The proportion of specialist teachers in five subjects are compared in the measure to which this standard has been achieved. The rationale in using this index is that those subjects which have a higher proportion of teachers with a reasonable amount of specialized training are higher in status than those in which less well trained teachers are employed.

As usual, percentages are converted in terms of English = 100.

Each Province Examined in Terms of Four Indices

We will examine each of the seven provinces for which we have information for the relative importance of French as a high school subject on the four indices described above. A summary table accompanies each provincial commentary.

TABLE 32Province of British Columbia

Four Measures of the Relative Importance
Given to Certain High School Subjects in terms
of Quality of Staff and Its Efficient Use

English is the Standard for Comparison

Status of Each Subject in Terms of Teachers
English = 100

Index	English	Maths	French	History	Chemistry
Extent of Specialization	100	100	108	80	70
Expansion of Teaching Staff	100	102	102	106	117
General Academic Background	100	98	95	109	115
Specialized Education	100	83	95	105	102
Average	100	96	100	100	101

Actual Standard - Teachers of English

<u>Specialization</u>	76% of teachers of English are teaching English only or English plus one other subject.
<u>Expansion</u>	52% of all teachers of English have been teaching this subject in high school grades for five years or less.
<u>General Education</u>	82% of specialist teachers have have five years or more of education paid after junior matric.
<u>Specialized Education</u>	87% of specialist teachers have completed three or more university courses in English.

British Columbia

Academic Training

From table 32 we see that a very high standard of academic training, both general and specialized is expected of all teachers. French specialists are not far behind the others.

Optimum Use of Teachers

French teachers are somewhat ahead of the near optimum employment of 76% of English teachers as specialists. In fact they lead all subjects in extent of specialization.

Expansion of Teaching Force

All subjects including French are somewhat ahead of English in the proportion of relatively new teachers. If English is normally assumed to have an extra large turnover, then French is expanding somewhat.

Summary

The status of French in British Columbia in terms of teachers is on a par with that of other important high school subjects in a system which has the highest standards of seven provinces studied.

TABLE 33Province of Alberta

Four Measures of the Relative Importance
Given to Certain High School Subjects in terms
of Quality of Staff and Its Efficient Use

English is the Standard for Comparison

Index	Status of Each Subject in Terms of Teacher English = 100				
	English	Maths	French	History	Chemistry
Extent of Specialization	100	77	95	98	38
Expansion of Teaching Staff	100	94	104	96	110
General Academic Background	100	114	111	127	142
Specialized Education	100	92	100	112	92
Average	100	94	103	108	96

Actual Standard - Teachers of English

<u>Specialization</u>	66% of teachers of English are teaching English only or English plus one other subject.
<u>Expansion</u>	50% of all teachers of English have been teaching this subject in high school grades for five years or less.
<u>General Education</u>	64% of specialist teachers have have five years or more of education paid after junior matric.
<u>Specialized Education</u>	65% of specialist teachers have completed three or more university courses in English.

Alberta

Academic Training

Alberta, according to the figures in table 33, demands a reasonably good training- (general and specialized) from its specialist teachers. Almost two-thirds of English teachers come within the requirements we have set. Teachers of French are somewhat below those of most other subjects.

Optimum Use of Personnel

Again, about two-thirds of all English teachers are employed as specialists by our definition. French teachers are slightly below this standard.

Expansion of Teaching Force

By our index of expansion, French is being given more attention than most subjects in a teaching force which is more stable than that of the six other provinces.

Summary

The status of French in Alberta compared to other subjects is not far from the average on most indices.

TABLE 34Province of Manitoba

Four Measures of the Relative Importance
Given to Certain High School Subjects in terms
of Quality of Staff and Its Efficient Use

English is the Standard for Comparison

Status of Each Subject in Terms of Teachers
English = 100

Index	English	Maths	French	History	Chemistry
Extent of Specialization	100	85	95	69	70
Expansion of Teaching Staff	100	89	85	97	106
General Academic Background	100	112	111	111	133
Specialized Education	100	85	97	107	115
Average	100	93	97	96	106

Actual Standard - Teachers of English

<u>Specialization</u>	61% of teachers of English are teaching English only or English plus one other subject.
<u>Expansion</u>	65% of all teachers of English have been teaching this subject in high school grades for five years or less.
<u>General Education</u>	66% of specialist teachers have have five years or more of education paid after junior matric.
<u>Specialized Education</u>	74% of specialist teachers have completed three or more university courses in English.

Manitoba

Academic Training

The level of academic achievement demanded of teachers in Manitoba according to table 34 is reasonably high especially in terms of specialized training where about three-quarters of teachers in most subjects reach our standard. French specialists are quite a distance behind teachers of other subjects in this area, but much closer to the average in general academic achievement.

Optimum Use of Personnel

Manitoba is somewhat below other western provinces in the extent to which they are able to use trained personnel as specialists. English is the subject in which the largest proportion are so used, with French coming second.

Expansion of Teaching Force

There seems to be general expansion in terms of new teaching personnel in all subjects. 65% of all teachers of English have had five years or less

experience in their field. French is in this stream, but expanding more slowly than any other subject according to this measure.

Summary

French as a subject in Manitoba is on most indices not far from English in terms of training of teachers and their use in the school system. The exception is the percentage of relatively new teachers of French.

TABLE 35Province of New Brunswick

Four Measures of the Relative Importance
Given to Certain High School Subjects in terms
of Quality of Staff and Its Efficient Use

English is the Standard for Comparison

Status of Each Subject in Terms of Teachers
English = 100

Index	English	Maths	French	History	Chemistry
Extent of Specialization	100	100	88	88	99
Expansion of Teaching Staff	100	94	92	103	103
General Academic Background	100	90	88	102	159
Specialized Education	100	61	109	88	88
Average	100	86	94	95	112

Actual Standard - Teachers of English

<u>Specialization</u>	67% of teachers of English are teaching English only or English plus one other subject.
<u>Expansion</u>	64% of all teachers of English have been teaching this subject in high school grades for five years or less.
<u>General Education</u>	41% of specialist teachers have have five years or more of education paid after junior matric.
<u>Specialized Education</u>	74% of specialist teachers have completed three or more college or university courses in English.

New Brunswick

Academic Training

The level of general academic training attained by teachers in most subjects is not high. Only about 40% of specialist teachers in subjects other than Chemistry have five years or more of education after junior matriculation. French teachers are somewhat lower than most. However, in specialized training, French teachers lead all others in the proportion which has completed three or more college or university courses in its specialty.

Optimum Use of Trained Personnel

About two thirds of the teachers in most subjects are employed as specialists by our definition. French and History are somewhat below this standard.

Expansion of Teaching Force

There seems to be a generally high expansion, or perhaps turnover in all subjects. Almost two-thirds of the teachers are comparatively new in their fields. French is somewhat below the average - expanding more slowly - or with less turnover.

Summary

French is not among the leaders in its status as measured by our four indices except in terms of specialized training in French.

TABLE 36Province of Nova Scotia

Four Measures of the Relative Importance
Given to Certain High School Subjects in terms
of Quality of Staff and Its Efficient Use

English is the Standard for Comparison

Status of Each Subject in Terms of Teachers
English = 100

Index	English	Maths	French	History	Chemistry
Extent of Specialization	100	100	93	91	73
Expansion of Teaching Staff	100	88	95	111	111
General Academic Background	100	101	86	107	119
Specialized Education	100	53	79	92	93
Average	100	86	88	100	99

Actual Standard - Teachers of English

<u>Specialization</u>	67% of teachers of English are teaching English only or English plus one other subject.
<u>Expansion</u>	57% of all teachers of English have been teaching this subject in high school grades for five years or less.
<u>General Education</u>	69% of specialist teachers have have five years or more of education paid after junior matric.
<u>Specialized Education</u>	75% of specialist teachers have completed three or more university courses in English.

Nova Scotia

Academic Training

A reasonably high academic standard seems to be expected from Nova Scotia teachers, from the summary on table 36. This is especially true in general education, where about 70% of specialist teachers in most subjects have five or more years of training after junior matriculation. 75% of English teachers are reasonably trained in their specialty according to our standard, but this is less true for other subjects. French is well below the standard of most other specialties on both counts.

Optimum use of trained personnel

About two-thirds of the teachers of English and Mathematics are specialists according to our definition. French comes somewhat below this level.

Expansion of Teaching Force

The proportion of relatively new teachers is reasonably high in most subjects. French, again, is a little below average indicating that perhaps the recruitment there is not expanding as much as for some other subject areas.

Summary

In Nova Scotia, a province where qualifications are reasonably high by our arbitrary standard, French stands out as being below par on most indices.

TABLE 37Province of Prince Edward Island

Four Measures of the Relative Importance
Given to Certain High School Subjects in terms
of Quality of Staff and Its Efficient Use

English is the Standard for Comparison

Status of Each Subject in Terms of Teachers
English = 100

Index	English	Maths	French	History	Chemistry
Extent of Specialization	100	109	82	77	70
Expansion of Teaching Staff	100	105	80	95	173
General Academic Background	100	116	156	168	264
Specialized Education	100	19	96	131	155
Average	100	87	104	118	166

Actual Standard - Teachers of English

<u>Specialization</u>	44% of teachers of English are teaching English or English plus one other subject.
<u>Expansion</u>	55% of all teachers of English have been teaching this subject in high school grades for five years or less.
<u>General Education</u>	25% of specialist teachers have have five years or more of education paid after junior matric.
<u>Specialized Education</u>	54% of specialist teachers have completed three or more university courses in English.

Prince Edward Island

Academic Training

Prince Edward Island, the province with the smallest population, has the lowest requirements of the seven provinces studied as far as general academic training of its teachers and specialist training. In important subjects like English and Mathematics less than 30% of specialist teachers have had 5 or more years of education after junior matriculation. Specialized training, even to the standard we set, is attained by small proportions in these and other subjects. French follows the low pattern of the province, being somewhat above average for general training.

Optimum Use of Trained Personnel

Personnel are not very highly trained, but neither can they expect to concentrate on one or two subjects in which they can work best. Far less than half are employed as specialists. In the case of French teachers the proportion is lower than it is for teachers of English and Mathematics.

Expansion of Teaching Force

A reasonable number of new personnel are being recruited to handle most subject specialties. The highest

proportion of newer teachers is in Chemistry. French is far below all other subjects by this index.

Summary

French is at the low level of other subject areas in the Prince Edward Island school system or lower.

TABLE 38Province of Newfoundland

Four Measures of the Relative Importance
Given to Certain High School Subjects in terms
of Quality of Staff and Its Efficient Use

English is the Standard for Comparison

Status of Each Subject in Terms of Teachers
English = 100

Index	English	Maths	French	History	Chemistry
Extent of Specialization	100	119	85	69	165
Expansion of Teaching Staff	100	98	113	104	140
General Academic Background	100	59	83	110	207
Specialized Education	100	47	59	108	59
Average	100	81	85	98	143

Actual Standard - Teachers of English

<u>Specialization</u>	26% of teachers of English are teaching English only or English plus one other subject.
<u>Expansion</u>	53% of all teachers of English have been teaching this subject in high school grades for five years or less.
<u>General Education</u>	29% of specialist teachers have have five years or more of education paid after junior matric.
<u>Specialized Education</u>	59% of specialist teachers have completed three or more university courses in English.

Newfoundland

Academic Training

Less than a third of the teachers in most subject areas have five or more years of education after junior matriculation. French teachers are well below this figure. The proportion of specialist teachers with the standard of specialized training we have set is well above this for certain subjects, but not for French.

Optimum Use of Trained Personnel

Again it must be said that personnel in most subjects are not very well trained, on the average. But few are employed to teach only one or two subjects. About three quarters of the high school teachers in most fields should be called generalists. The proportion is higher in the case of French teachers.

Expansion of Teaching Force

Over half of the teachers in all subject areas are relatively new to their specialty. This figure is low compared to most other provinces. Perhaps a radical expansion took place more than five years ago and this is levelling off. In any case, French is well above most other subjects on this index.

Summary

In a province where high academic qualifications are not demanded of teachers in most subjects, and where teachers cannot be utilized as specialists, French stands below other subjects except in the index of expansion.

CHAPTER 8

General Findings

French as a Subject Has a Stable and Reasonable Status in
The High Schools of Seven Provinces

The main conclusion of this study must be that French as a school subject has an importance in terms of teachers which is not among the first in the high school curriculum, but is equal to that of many major areas of secondary school study.

Numbers are smaller

In numbers of teachers alone is it inferior to such core subjects as English and Mathematics. English specialists, by our definition, constitute an average of 20% of the total of teachers for each of seven provinces. This ranges from 16% in Newfoundland to 23% in New Brunswick. Mathematic specialists are close to English with an average share of 17% of all teachers in each province but a wider inter-provincial range than English. French specialists make up an average of 9% of the high school teaching force for the seven provinces whereas History specialists are about 10%.

This is the only area of those we examined, where French is consistently inferior to English or Mathematics.

French Teachers Make up a Uniform Share of All High School Teachers in Each Province

Although the proportion of French specialists is low in each province compared to a subject like English, there is a uniformity in the share of the total for the seven provinces studied. If one were to be facetious one might say that there was collusion between the provinces to accord to French the proportion of 9% of the total number of high school teachers, give or take 1 or 2%.

This is a greater uniformity than is found for English specialists whose share ranges from 16% in Newfoundland to 23% in New Brunswick, or for other subjects. One is led to suggest that French has a stable, equal place in terms of numbers of teachers in every provincial system for which we have data.

It is not possible to say anything from our data about the success of such equal treatment in producing students who achieve the level of fluency in the second language that is desirable in a country like Canada. Other evidence suggests that great success is not achieved. However, one must conclude that physically at least, French is given a place of reasonable importance on each provincial program. Its place is as important as that of History and more important than a subject like Chemistry.

The Teacher's Load of Subjects

Over two-thirds of French teachers in the provinces studied, teach one or more subjects beside French. Forty per-cent teach two or more courses as well as the second language. This is not an ideal situation. If the most benefit is to be obtained from teachers in what they are best able to do, loading a teacher with several subjects is not the way to do it.

However, there is great variation from one province to another. If one suggest that two subjects are the most a teacher should handle, then British Columbia has achieved a high degree of efficiency with 82% of French specialists in this class. On the other hand, Newfoundland has only 22% of its French teachers who are not loaded with three or more subjects. Other provinces are between these two poles.

As bad as this seems to be for French, a look at teachers of subjects like English, Mathematics, History and Chemistry reveals that they are equally encumbered with a non-specialist teaching load in certain provinces. We found that in a province where teachers are able to concentrate on a specialty, the practice applies to teachers of all subjects including French. In provinces where most teachers are generalists, French teachers are not the exception.

Employment of Reasonably Trained Specialist Teachers

In this study we were able to use only one measure of formal specialized training - the number of college or university courses in French completed by a teacher.

By this measure we found that there was a great variation in the amount of training completed by different groups of teachers. This showed up most vividly when we compared different provinces. In British Columbia 60% of all French teachers and two-thirds of specialists in this field have a relatively high degree of formal training - five or more college or university courses in French. Other provinces were found to employ a smaller proportion of well trained teachers. The extreme case is Newfoundland, where only 7% of all French teachers and 17% of specialist teachers are in the high category.

When comparisons were made of the proportions of reasonably qualified specialists among teachers of other subjects, it was found that there were some provinces which maintained a high standard in their employment of specialist teachers and others where this was not the case. French was in basically the same situation as other subjects in the same province in its proportion of reasonably well trained teachers.

An effort was made to see whether a re-distribution of better trained teachers according to grade level taught would improve matters. Here we found that the group which taught French in junior grades only had somewhat less than its share of better trained teachers. But it was not clear that re-deployment would make a great difference.

To find out whether there were teachers of other subjects who could be shifted to French, we examined the amount of training in French received by all high school teachers. It was found that in theory there existed a fund of teachers in each province which might be qualified to teach the second language. In practical terms, however, not much could be done with these, since most of them were probably teaching subjects other than French because of personal preference.

Employment of French Teachers with a Good General Academic Background.

One measure of the quality of a teacher is the general level of education he has attained. In fact, teachers' salary scales are to some extent tied to this criterion.

We found that in every province, there were some high school French teachers employed who had not attained a university degree. Again, there was great variation from

province to province. Almost 80% of British Columbia French specialists probably had degrees compared to less than one-quarter for Newfoundland. The situation was worse when one took in non-specialist teachers.

When French teachers were compared with teachers of other subjects, it was found that the proportion of well educated teachers was about the same among specialist teachers in each of the five subjects for which we had information when you took into account the province. Some provinces employed a high proportion of teachers with high academic standing in all subject fields. Others were not able to do this. French was on a par with other subjects in the same province.

Employment of Experienced French Teachers

It is known that there is a high turnover of personnel in the teaching profession. So it was not strange to find that well over half of French teachers had five or less years of experience teaching their subject in high school grades. However, on this index, it was found that the difference from one province to another was not great.

Instead of using this data to try to compare the quality of the teaching force in each province, the proportion of relatively new teachers was taken as an index of the stability of the subject in terms of teachers.

It was found that in the case of another subject - Chemistry - there was a consistently higher proportion of newer teachers in each province, perhaps due to the greater emphasis put on the physical sciences in recent years.

When examining the proportion of new teachers of French for evidence of similar expansion, it was found that there might have been a small amount of recent growth in the corps of French teachers in Alberta and Newfoundland, but that generally things were reasonably stable.

French in the Hierarchy of High School Subjects

It was clear from all the data we examined that the status of French in comparison to other subjects could be logically examined only on a provincial basis. The differences between provinces on most indices were too great to make sense for more general comparisons.

Chapter 7 attempts to summarize briefly our findings about teachers of French by concentrating on each province separately. Four indices are used to establish the importance given to French as a subject in comparison to that afforded four other subjects on the school curriculum: English, Mathematics, History and Chemistry.

Extent of Specialization

It is assumed that a subject is given better treatment if teachers able to teach it are allowed to concentrate on the one subject, or at most one other. Thus if French has a relatively high proportion of specialist teachers compared to other specialties, it is considered to be better handled.

Specialized Training

If a high proportion of teachers with a reasonable amount of specialist training is employed to teach a subject, it is assumed to be given greater importance than a subject where less insistence is made on training.

General Academic Background

If French specialists are less well educated in terms of post-secondary training than English teachers, it is assumed that less importance is given to French in terms of higher quality teachers.

Expansion of Teaching Force

The proportion of relatively new teachers is taken as a measure of expansion of the teaching force in each subject. Thus, if there are a lot more new French teachers than Mathematics teachers, French is considered to have received recent attention in making this subject more widely available.

Conclusion

In actual fact, our provincial summaries support the general conclusion that except in numbers of teachers, French is on an equal footing with other important high school subjects in each provincial system.

It was found that in the Atlantic provinces, French stands below other subjects on some indices.

However, the degree of difference even here is not great, and does not disturb the general theme.

Appendix A

Specialized Education - Teachers of Subjects
Other than French

Number of College and University Courses Completed
in their Specialty by teachers of:

English

Mathematics

History

Chemistry

Table 39

Number of English Courses Taken at University or College
All English Teachers

PROVINCE		No an- swer or None	1 or 2	3 or 4	5 or 6	over 6	Total
BRITISH COLUMBIA	T %	57 4	149 11	295 21	232 17	652 47	1385 100
ALBERTA	T %	183 10	587 33	494 28	178 10	337 19	1779 100
MANITOBA	T %	82 9	269 28	391 41	71 8	135 14	948 100
NEW BRUNSWICK	T %	18 6	80 25	112 36	32 10	74 23	316 100
NOVA SCOTIA	T %	72 12	103 18	166 28	71 12	178 30	590 100
PRINCE EDWARD ISLAND	T %	17 15	48 44	28 25	4 4	13 12	110 100
NEWFOUND- LAND	T %	119 14	422 50	208 24	47 6	50 6	846 100
TOTAL		548	1658	1694	635	1439	5974
	%	9	28	28	11	24	100

Table 40

Number of English Courses Taken at University or College
Teachers of English only, English plus one other subject

PROVINCE		No an- swer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	T %	37 4	96 29	194 18	184 18	541 51	1052 100
ALBERTA	T %	102 9	304 26	339 29	146 12	277 24	1168 100
MANITOBA	T %	35 6	116 20	261 45	55 10	111 19	578 100
NEW BRUNSWICK	T %	10 5	43 21	72 34	24 11	61 29	210 100
NOVA SCOTIA	T %	45 11	54 14	108 27	47 12	141 36	395 100
PRINCE EDWARD ISLAND	T %	6 13	16 33	9 19	4 8	13 27	48 100
NEWFOUND- LAND	T %	5 2	83 39	75 34	24 11	34 14	221 100
TOTAL		240	715	1058	484	1175	3672
	%	7	19	29	13	32	100

Table 41

Number of English Courses Taken at University or College

Teachers of English and Two or More Other Subjects

PROVINCE		No answer or					Total
		None	1 or 2	3 or 4	5 or 6	Over 6	
BRITISH COLUMBIA	T %	20 6	53 16	101 30	48 15	111 33	333 100
ALBERTA	T %	81 13	283 47	155 25	32 5	60 10	611 100
MANITOBA	T %	47 13	153 41	130 35	16 4	24 7	370 100
NEW BRUNSWICK	T %	8 8	37 35	40 38	8 7	13 12	106 100
NOVA SCOTIA	T %	27 14	49 25	58 30	24 12	37 19	195 100
PRINCE EDWARD ISLAND	T %	11 18	32 51	19 31	0 -	0 -	62 100
NEWFOUND- LAND	T %	114 18	336 54	133 21	23 4	19 3	625 100
TOTAL		308	943	636	151	264	2302
	%	13	41	28	7	11	100

Table 42

College and University Courses Taken in Mathematics

All Teachers of Mathematics

PROVINCE		No answer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	T %	74 6	319 26	217 18	218 18	406 33	1234 100
ALBERTA	T %	319 22	396 27	386 27	151 10	198 14	1450 100
MANITOBA	T %	89 13	232 36	226 35	53 8	50 8	650 100
NEW BRUNSWICK	T %	34 11	157 48	79 24	23 7	31 10	324 100
NOVA SCOTIA	T %	82 16	240 46	101 19	43 9	55 12	521 100
PRINCE EDWARD ISLAND	T %	25 24	67 64	9 9	0 -	3 3	104 100
NEW-FOUNDLAND	T %	91 16	390 68	69 12	12 2	13 2	575 100
TOTAL		714	1801	1087	500	756	4858
	%	15	37	22	10	16	100

Table 43

College and University Courses Taken in Mathematics

Teachers of Maths, Teachers of Maths + 1 Other Subject

PROVINCE		No answer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	T %	43 4	225 24	156 17	166 18	344 37	934 100
ALBERTA	T %	123 17	171 23	211 28	96 13	137 19	738 100
MANITOBA	T %	36 11	90 26	131 38	46 14	38 11	341 100
NEW BRUNSWICK	T %	18 8	103 47	57 26	14 7	26 12	218 100
NOVA SCOTIA	T %	52 15	157 45	73 21	28 8	39 11	349 100
PRINCE EDWARD ISLAND	T %	13 26	32 64	3 6	- -	2 4	50 100
NEW-FOUNDLAND	T %	6 4	120 68	35 20	6 3	9 5	176 100
TOTAL		291	897	666	356	595	2806
	%	10	32	24	13	21	100

College and University Courses Taken in Mathematics

Teachers of Maths + 2 or More Other Subjects

PROVINCE		None	1 or 2	3 or 4	5 or 6	over 6	Total
BRITISH COLUMBIA	T %	31 10	94 31	61 20	52 17	66 22	300 100
ALBERTA	T %	196 27	225 32	175 25	55 8	61 8	712 100
MANITOBA	T %	53 17	142 46	95 31	7 2	12 4	309 100
NEW BRUNSWICK	T %	16 15	54 51	22 21	9 8	5 5	106 100
NOVA SCOTIA	T %	30 18	83 48	28 16	15 9	16 9	172 100
PRINCE EDWARD ISLAND	T %	12 2	35 65	6 11	0 -	1 2	54 100
NEW-FOUNDLAND	T %	85 21	270 68	34 8	6 2	4 1	399 100
TOTAL		423	666	421	144	161	2052
%		21	33	21	7	8	100

Table 45

Number of University or College Courses in History
All Teachers of History

PROVINCE		No an- swer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	T %	39 5	84 10	158 18	145 17	433 50	859 100
ALBERTA	T %	44 12	82 22	92 24	51 13	108 29	377 100
MANITOBA	T %	61 11	138 24	206 36	74 13	88 16	567 100
NEW BRUNSWICK	T %	16 7	77 33	57 25	37 16	45 19	232 100
NOVA SCOTIA	T %	76 15	112 22	133 26	57 11	132 26	510 100
PRINCE EDWARD ISLAND	T %	15 21	21 30	16 22	10 14	9 13	71 100
NEW-FOUNDLAND	T %	30 33	234 37	100 16	57 9	53 8	634 100
TOTAL		441	748	762	431	868	3250
	%	14	23	23	13	27	100

Table 46

Number of University or College Courses in History

Teachers of History Only or History + One Other Subject

PROVINCE		No an- swer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	T %	21 4	26 5	94 18	90 17	296 56	527 100
ALBERTA	T %	25 10	40 17	59 24	35 14	85 35	244 100
MANITOBA	T %	11 5	39 16	80 34	47 20	59 25	236 100
NEW BRUNSWICK	T %	8 6	40 29	36 26	20 15	32 24	136 100
NOVA SCOTIA	T %	37 12	61 19	68 22	43 14	103 33	312 100
PRINCE EDWARD ISLAND	T %	2 8	5 21	5 21	7 29	5 21	24 100
NEW-FOUNDLAND	T %	7 6	33 30	23 21	24 21	25 22	112 100
TOTAL		111	244	365	266	605	1591
	%	7	15	23	17	38	100

Table 47

Number of University or College Courses in History

Teachers of History Plus Two or More Subjects

PROVINCE		No an- swer or None	1 or 2	3 or 4	5 or 6	over 6	Total
BRITISH COLUMBIA	T %	18 5	58 18	64 19	55 17	137 41	332 100
ALBERTA	T %	19 14	42 32	33 25	16 12	23 17	133 100
MANITOBA	T %	50 15	99 30	126 38	27 8	29 9	331 100
NEW BRUNSWICK	T %	8 8	37 39	21 22	17 18	13 13	96 100
NOVA SCOTIA	T %	39 20	51 26	65 33	14 7	29 14	198 100
PRINCE EDWARD ISLAND	T %	13 28	16 34	11 23	3 6	4 9	47 100
NEW- FOUNDLAND	T %	183 35	201 39	77 15	33 6	28 5	522 100
TOTAL		330	504	397	165	263	1659
	%	20	30	24	10	16	100

Table 48

University or College Courses Taken in Chemistry

All Teachers of Chemistry

PROVINCE	No an- swer or		1 or 2	3 or 4	5 or 6	over 6	Total
	None						
BRITISH COLUMBIA	T	2	43	72	42	88	247
	%	-	18	29	17	36	100
ALBERTA	T	64	204	129	42	66	505
	%	13	40	26	8	13	100
MANITOBA	T	14	77	169	27	20	307
	%	5	25	55	9	6	100
NEW BRUNSWICK	T	3	21	14	7	11	56
	%	5	38	25	12	20	100
NOVA SCOTIA	T	10	54	42	18	23	147
	%	7	37	28	12	16	100
PRINCE EDWARD ISLAND	T	0	6	10	1	2	19
	%	-	32	53	5	10	100
NEW- FOUNDLAND	T	2	26	15	1	2	46
	%	4	57	33	2	4	100
TOTAL	T	95	431	451	138	212	1327
	%	7	32	34	11	16	100

Table 49

University or College Courses Taken in Chemistry
Teachers of Chemistry or Chemistry + one other Subject

PROVINCE		No answer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	T %	1 1	13 10	37 28	26 19	56 42	133 100
ALBERTA	T %	11 8	43 32	48 35	16 12	18 13	136 100
MANITOBA	T %	1 1	19 14	90 68	11 8	12 9	133 100
NEW BRUNSWICK	T %	- 0	13 35	8 22	6 16	10 27	37 100
NOVA SCOTIA	T %	4 5	18 25	24 33	9 12	18 25	73 100
PRINCE EDWARD ISLAND	T %	0 -	1 16	3 50	1 17	1 17	6 100
NEW-FOUNDLAND	T %	0 -	13 65	6 30	1 5	0 -	20 100
TOTAL		17	120	216	70	115	538
	%	3	22	40	13	22	100

Table 50

University or College Courses Taken in Chemistry
Teachers of Chemistry Plus Two or more Other Subjects

PROVINCE		No answer or					Total
		None	1 or 2	3 or 4	5 or 6	over 6	
BRITISH COLUMBIA	T %	1 1	30 26	35 31	16 14	32 28	114 100
ALBERTA	T %	53 14	161 44	81 22	26 7	48 13	369 100
MANITOBA	T %	13 8	58 33	79 45	16 9	8 5	174 100
NEW BRUNSWICK	T %	3 16	8 42	6 32	1 5	1 5	19 100
NOVA SCOTIA	T %	6 8	36 49	18 24	9 12	5 7	74 100
PRINCE EDWARD ISLAND	T %	0 -	5 38	7 54	0 -	1 8	13 100
NEW-FOUNDLAND	T %	2 8	13 50	9 34	0 -	2 8	26 100
TOTAL		78	311	235	68	97	789
	%	10	39	30	9	12	100

Appendix B

General Academic Level Attained

Number of Years of Education after
Junior Matriculation Paid

Teacher of:

English

Mathematics

History

Chemistry

Years of Education Paid - All Teachers of English
After Junior Matriculation

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	2 -	0 -	132 9	153 11	799 58	299 22	1385 100
ALBERTA	T %	56 3	1 -	458 26	209 12	649 36	406 23	1779 100
MANITOBA	T %	43 4	1 -	209 22	137 15	292 31	266 28	948 100
NEW BRUNSWICK	T %	7 2	1 -	101 32	91 29	80 25	36 12	316 100
NOVA SCOTIA	T %	0 -	9 2	132 22	53 9	286 48	110 19	590 100
PRINCE EDWARD ISLAND	T %	1 1	4 4	61 55	20 18	24 22	0 -	110 100
NEW- FOUNDLAND	T %	24 3	117 14	453 53	142 17	79 9	31 4	846 100
TOTAL		133	133	1892	1400	1740	676	5974
	%	2	2	32	24	29	11	100

Table 52

Years Education Paid - After Junior Matriculation

Teachers of English Only - English plus one other subject

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	1 -	0 -	83 8	108 10	620 59	240 23	1052 100
ALBERTA	T %	39 3	1 -	270 23	122 10	438 38	298 26	1168 100
MANITOBA	T %	21 4	0 -	95 16	79 14	198 34	185 32	578 100
NEW BRUNSWICK	T %	4 2	1 -	59 28	60 29	63 30	23 11	210 100
NOVA SCOTIA	T %	0 -	7 2	79 20	34 9	194 49	81 20	395 100
PRINCE EDWARD ISLAND	T %	1 2	0 -	21 44	14 29	12 25	0 -	48 100
NEW- FOUNDLAND	T %	0 -	6 3	98 44	53 24	40 18	24 11	221 100
TOTAL		66	15	906	905	1262	518	3672
	%	2	0	25	25	34	14	100

Table 53

127.

Years of Education Paid - After Junior Matriculation

Teachers of English and two or more other subjects

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	1 -	0 -	49 15	45 13	179 54	59 18	333 100
ALBERTA	T %	17 3	0 -	188 31	87 14	211 34	108 18	611 100
MANITOBA	T %	22 6	1 -	114 31	58 16	94 25	81 22	370 100
NEW BRUNSWICK	T %	3 3	0 1	42 40	31 29	17 16	13 12	106 100
NOVA SCOTIA	T %	0 -	2 1	53 27	19 10	92 47	29 15	195 100
PRINCE EDWARD ISLAND	T %	0 -	4 7	40 64	6 10	12 19	0 -	62 100
NEW- FOUNDLAND	T %	24 4	111 18	355 57	89 14	39 6	7 1	625 100
TOTAL		67	118	986	495	478	158	2302
	%	3	5	43	21	21	7	100

Table 54

Years of Education Paid - All Teachers of Mathematics
After Junior Matriculation

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	2 -	1 -	114 9	130 11	655 53	332 27	1234 100
ALBERTA	T %	31 2	1 -	274 19	176 12	568 39	400 28	1450 100
MANITOBA	T %	30 5	0 -	107 16	86 13	203 31	224 35	650 100
NEW BRUNSWICK	T %	6 2	- -	109 33	90 28	87 27	32 10	324 100
NOVA SCOTIA	T %	- -	11 2	102 20	43 8	268 51	97 19	521 100
PRINCE EDWARD ISLAND	T %	1 1	1 1	58 56	14 13	30 29	- -	104 100
NEW- FOUNDLAND	T %	- -	61 11	301 52	116 20	67 12	30 5	575 100
TOTAL		70	75	1327	1164	1546	676	4858

% 1 2 27 24 32 14 100

Table 55

Years of Education Paid - After Junior Matriculation

Teachers of Mathematics only or Mathematics and one other subject

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	1 -	1 -	77 8	88 10	487 52	280 30	934 100
ALBERTA	T %	15 2	1 -	110 15	73 10	301 41	238 32	738 100
MANITOBA	T %	10 3	- -	41 12	37 11	113 33	140 41	341 100
NEW BRUNSWICK	T %	4 2	- -	68 31	61 28	62 28	23 11	218 100
NOVA SCOTIA	T %	- -	8 2	70 20	32 9	170 49	69 20	349 100
PRINCE EDWARD ISLAND	T %	- -	1 2	29 58	6 12	14 28	- -	50 100
NEW- FOUNDLAND	T %	- -	4 2	76 43	50 29	35 20	11 6	176 100
TOTAL		30	13	581	651	1023	506	2806
	%	1	1	21	23	36	18	100

Years of Education Paid - After Junior Matriculation

Teachers of Mathematics and two or more subjects

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	1 1	- -	37 12	42 14	168 56	52 17	300 100
ALBERTA	T %	16 2	- -	164 23	103 14	267 38	162 23	712 100
MANITOBA	T %	20 7	- -	66 21	49 16	90 29	84 27	309 100
NEW BRUNSWICK	T %	2 2	- -	41 39	29 27	25 24	9 8	106 100
NOVA SCOTIA	T %	0 -	3 2	32 19	11 6	98 57	28 16	172 100
PRINCE EDWARD ISLAND	T %	1 2	- -	29 54	8 15	16 29	- -	54 100
NEW- FOUNDLAND	T %	0 -	57 14	225 56	66 17	32 8	19 5	399 100
TOTAL		40	60	746	513	523	170	2052
	%	2	3	36	25	26	8	100

Table 57

YEARS OF EDUCATION PAID AFTER JUNIOR MATRICULATION

ALL TEACHERS OF HISTORY

PROVINCE		No Answer	None	1-3 Years	4 Years	5 Years	Over 5 Years	Total
BRITISH COLUMBIA	T %	2 -	0 -	57 6	75 9	496 58	229 27	859 100
ALBERTA	T %	10 3	0 -	53 14	37 10	164 43	113 30	377 100
MANITOBA	T %	29 5	1 -	121 21	74 13	175 31	167 30	567 100
NEW BRUNSWICK	T %	6 3	0 -	75 32	63 27	65 28	23 10	232 100
NOVA SCOTIA	T %	0 -	10 2	99 20	37 7	271 53	93 18	510 100
PRINCE EDWARD ISLAND	T %	1 1	4 6	32 45	15 21	19 27	0 0	71 100
NEW- FOUNDLAND	T %	0 -	96 15	347 55	97 15	56 9	38 6	634 100
TOTAL		48	111	784	398	1246	663	3250
%		2	4	24	12	38	20	100

Table 58

YEARS OF EDUCATION PAID - AFTER JUNIOR MATRICULATION

TEACHERS OF HISTORY ONLY, HISTORY PLUS ONE OTHER SUBJECT

PROVINCE		No Answer	None	1-3 Years	4 Years	5 Years	Over 5 Years	Total
BRITISH COLUMBIA	T %	1 -	0 -	22 4	36 7	292 55	176 34	527 100
ALBERTA	T %	5 2	0 -	21 9	19 8	115 47	84 34	244 100
MANITOBA	T %	9 4	0 -	29 12	26 11	78 33	94 40	236 100
NEW BRUNSWICK	T %	3 2	0 -	39 29	37 27	47 35	10 7	136 100
NOVA SCOTIA	T %	0 -	8 3	53 17	20 6	164 53	67 21	312 100
PRINCE EDWARD ISLAND	T %	1 4	0 -	5 21	8 33	10 42	0 -	24 100
NEW- FOUNDLAND	T %	0 -	4 4	44 39	29 26	23 21	12 11	112 100
TOTAL		19	12	258	323	653	326	1591
%		1	1	16	20	41	21	100

Table 59

YEARS OF EDUCATION PAID AFTER JUNIOR MATRICULATION
TEACHERS OF HISTORY AND TWO OR MORE OTHER SUBJECTS

PROVINCE		No Answer	None	1-3 Years	4 Years	5 Years	Over 5 Years	Total
BRITISH COLUMBIA	T %	1 -	0 -	35 11	39 12	204 61	53 16	332 100
ALBERTA	T %	5 4	0 -	32 24	18 13	49 37	29 22	133 100
MANITOBA	T %	20 6	1 -	92 28	48 15	97 29	73 22	331 100
NEW BRUNSWICK	T %	3 3	0 -	36 37	26 27	18 19	13 14	96 100
NOVA SCOTIA	T %	0 -	2 1	46 23	17 9	107 54	26 13	198 100
PRINCE EDWARD ISLAND	T %	0 0	4 9	27 57	7 15	9 19	0 -	47 100
NEW- FOUNDLAND	T %	0 -	92 18	303 58	68 13	33 6	26 5	522 100
TOTAL		29	99	571	223	517	220	1659
%		2	6	34	14	31	13	100

Table 60

Years of Education Paid - All Teachers of Chemistry
After Junior Matriculation

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	1 -	0 -	7 3	16 7	137 55	86 35	247 100
ALBERTA	T %	12 2	0 -	37 7	59 12	213 42	184 37	505 100
MANITOBA	T %	7 2	0 -	29 10	41 13	104 34	126 41	307 100
NEW BRUNSWICK	T %	1 2	0 -	8 14	12 21	29 52	6 11	56 100
NOVA SCOTIA	T %	0 -	3 2	9 6	16 11	92 63	27 18	147 100
PRINCE EDWARD ISLAND	T %	1 5	0 -	4 21	2 11	12 63	0 -	19 100
NEW- FOUNDLAND	T %	0 -	1 2	12 26	11 24	16 35	6 13	46 100
TOTAL		22	4	206	374	510	211	1327
	%	2	0	16	28	38	16	100

Table 61

Years of Education paid - After Junior Matriculation

Teachers of Chemistry only or Chemistry and one other subject

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	1 1	0 -	1 1	5 4	74 55	52 39	133 100
ALBERTA	T %	3 2	0 -	2 2	7 5	63 46	61 45	136 100
MANITOBA	T %	1 1	0 -	3 1	13 10	50 38	66 50	133 100
NEW BRUNSWICK	T %	1 3	0 -	2 5	10 27	20 54	4 11	37 100
NOVA SCOTIA	T %	0 -	1 1	4 6	8 11	44 60	16 22	73 100
PRINCE EDWARD ISLAND	T %	0 -	0 -	1 17	1 17	4 66	0 -	6 100
NEW- FOUNDLAND	T %	0 -	0 -	4 20	4 20	7 35	5 25	20 100
TOTAL		6	1	37	141	240	113	538
	%	1	0	7	26	45	21	100

Table 62

Years of Education Paid - After Junior Matriculation

Teachers of Chemistry and two or more subjects

PROVINCE		No Answer	None	1-3 years	Four years	Five years	Over 5 years	Total
BRITISH COLUMBIA	T %	0 -	0 -	6 5	11 10	63 55	34 30	114 100
ALBERTA	T %	9 2	0 -	35 10	52 14	150 41	123 33	369 100
MANITOBA	T %	6 4	0 -	26 15	28 16	54 31	60 34	174 100
NEW BRUNSWICK	T %	0 -	0 -	6 32	2 10	9 47	2 11	19 100
NOVA SCOTIA	T %	0 -	2 2	5 7	8 11	48 65	11 15	74 100
PRINCE EDWARD ISLAND	T %	1 8	0 -	3 23	1 8	8 61	0 -	13 100
NEW- FOUNDLAND	T %	0 -	1 4	8 31	7 27	9 34	1 4	26 100
TOTAL		16	3	169	233	270	98	789
	%	2	0	21	30	34	13	100

Appendix C

Years of Experience Teaching
Their Subject in High School Grades

Teachers of:

English

Mathematics

History

Chemistry

Years of Experience Teaching English in High School Grades

All Teachers of English

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	N %	78 5	160 12	560 40	275 20	312 23	1385 100
ALBERTA	N %	214 12	205 12	678 38	339 19	343 19	1779 100
MANITOBA	N %	52 6	191 20	429 45	137 14	139 15	948 100
NEW BRUNSWICK	N %	25 8	59 19	144 45	54 17	34 11	316 100
NOVA SCOTIA	N %	13 2	83 14	256 43	98 17	140 24	590 100
PRINCE EDWARD ISLAND	N %	12 11	18 16	43 39	15 14	22 20	110 100
NEWFOUND- LAND	N %	144 17	136 16	313 37	124 15	129 15	846 100
TOTAL		538	852	2423	1042	1119	5974
	%	9	14	41	17	19	100

Table 64

139.

Years of Experience Teaching English in High School Grades.

Teachers of English only, English plus one other subject.

PROVINCE		Nb Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	N %	56 5	119 11	406 39	211 20	260 25	1052 100
ALBERTA	N %	133 11	144 12	447 39	214 18	230 20	1168 100
MANITOBA	N %	22 4	106 18	271 47	88 15	91 16	578 100
NEW BRUNSWICK	N %	17 8	39 19	90 43	38 18	26 12	210 100
NOVA SCOTIA	N %	8 2	59 15	166 42	65 16	97 25	395 100
PRINCE EDWARD ISLAND	N %	4 8	12 25	20 42	4 8	8 17	48 100
NEWFOUND- LAND	N %	31 14	24 11	87 39	37 17	42 19	221 100
TOTAL		271	503	1487	657	754	3672
	%	7	14	40	18	21	100

Table 65

Years of Experience Teaching English in High School Grades.

Teachers of English plus two or more subjects.

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	N %	22 7	41 12	154 46	64 19	52 16	333 100
ALBERTA	N %	81 13	61 10	231 38	125 20	113 19	611 100
MANITOBA	N %	30 8	85 23	158 43	49 13	48 13	370 100
NEW BRUNSWICK	N %	8 7	20 19	54 51	16 15	8 8	106 100
NOVA SCOTIA	N %	5 3	24 12	90 46	33 17	43 22	195 100
PRINCE EDWARD ISLAND	N %	8 13	6 10	23 37	11 18	14 22	62 100
NEWFOUND- LAND	N %	113 18	112 18	226 36	87 14	87 14	625 100
TOTAL		267	349	936	385	365	2302
	%	11	15	41	17	16	100

Table 66

Years of Experience Teaching Mathematics in High School Grades
All Teachers of Mathematics

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	76 6	161 13	496 40	219 18	282 23	1234 100
ALBERTA	T %	180 12	173 12	512 35	261 18	324 23	1450 100
MANITOBA	T %	38 6	117 18	258 40	107 16	130 20	650 100
NEW BRUNSWICK	T %	30 9	54 17	139 43	39 12	62 19	324 100
NOVA SCOTIA	T %	15 3	68 13	190 37	95 18	153 29	521 100
PRINCE EDWARD ISLAND	T %	5 5	18 17	42 41	17 16	22 21	104 100
NEWFOUND- LAND	T %	87 15	84 15	212 37	75 13	117 20	575 100
TOTAL		431	675	1849	813	1090	4858
	%	9	14	38	17	22	100

Table 67

Years of Experience Teaching Mathematics in High School Grades

Teachers of Mathematics only, Mathematics plus one other subject.

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	59 6	107 12	359 38	168 18	241 26	934 100
ALBERTA	T %	88 12	98 13	252 34	117 16	183 25	738 100
MANITOBA	T %	15 4	48 14	143 42	55 16	80 24	341 100
NEW BRUNSWICK	T %	17 8	31 14	92 42	26 12	52 24	218 100
NOVA SCOTIA	T %	10 3	44 13	121 35	68 19	106 30	349 100
PRINCE EDWARD ISLAND	T %	2 4	8 16	20 40	8 16	12 24	50 100
NEWFOUND- LAND	T %	21 12	20 11	58 33	18 10	59 34	176 100
TOTAL		212	356	1045	460	733	2806
		8	13	37	16	26	100

Table 68

Years of Experience Teaching Mathematics in High School Grades

Teachers of Mathematics plus two or more other subjects

PROVINCE		Blank	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	17 5	54 18	137 46	51 17	41 14	300 100
ALBERTA	T %	92 13	75 11	260 36	144 20	141 20	712 100
MANITOBA	T %	23 8	69 22	115 37	52 17	50 16	309 100
NEW BRUNSWICK	T %	13 12	23 22	47 44	13 12	10 10	106 100
NOVA SCOTIA	T %	5 3	24 14	69 40	27 16	47 27	172 100
PRINCE EDWARD ISLAND	T %	3 6	10 18	22 41	9 17	10 18	54 100
NEWFOUND- LAND	T %	66 17	64 16	154 39	57 14	58 14	399 100
TOTAL		219	319	804	353	357	2052
	%	11	16	39	17	17	100

Table 69

Years of Experience Teaching History in High School Grades

All Teachers of History

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	54 6	107 12	369 43	168 20	161 19	859 100
ALBERTA	T %	32 8	33 9	146 39	82 22	84 22	377 100
MANITOBA	T %	52 9	123 22	234 41	94 17	64 11	567 100
NEW BRUNSWICK	T %	25 11	44 19	109 47	34 15	20 8	232 100
NOVA SCOTIA	T %	12 2	93 18	227 45	76 15	102 20	510 100
PRINCE EDWARD ISLAND	T %	8 11	12 17	25 35	14 20	12 17	71 100
NEW- FOUNDLAND	T %	108 17	111 17	242 38	86 14	87 14	634 100
TOTAL		291	523	1352	554	530	3250
%		9	16	42	17	16	100

Table 70

Years of Experience Teaching History in High School Grades

Teachers of History only, History plus one other subject

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	32 6	64 12	194 37	115 22	122 23	527 100
ALBERTA	T %	20 8	24 10	98 40	51 21	51 21	244 100
MANITOBA	T %	22 9	49 21	97 41	40 17	28 12	236 100
NEW BRUNSWICK	T %	15 11	21 15	65 48	21 16	14 10	136 100
NOVA SCOTIA	T %	7 2	54 17	136 44	50 16	65 21	312 100
PRINCE EDWARD ISLAND	T %	1 4	6 25	8 33	5 21	4 17	24 100
NEW- FOUNDLAND	T %	18 16	11 10	56 50	13 12	14 12	112 100
TOTAL		115	189	654	295	298	1591
	%	7	14	41	19	19	100

Table 71

Years of Experience Teaching History in High School Grades

Teachers of History plus two or more subjects

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	22 6	43 13	175 53	53 16	39 12	332 100
ALBERTA	T %	12 9	9 7	48 36	31 23	33 25	133 100
MANITOBA	T %	30 9	74 22	137 42	54 16	36 11	331 100
NEW BRUNSWICK	T %	10 10	23 24	44 46	13 14	6 6	96 100
NOVA SCOTIA	T %	5 2	39 20	91 46	26 13	37 19	198 100
PRINCE EDWARD ISLAND	T %	7 15	6 13	17 36	9 19	8 17	47 100
NEW- FOUNDLAND	T %	90 17	100 19	186 36	73 14	73 14	522 100
TOTAL		176	294	698	259	232	1659
%		11	18	42	15	14	100

Table 72

Years of Experience Teaching Chemistry in High School Grades

All Teachers of Chemistry

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	18 7	69 28	82 33	35 14	43 18	247 100
ALBERTA	T %	57 11	98 19	179 36	87 17	84 17	505 100
MANITOBA	T %	16 5	99 32	114 37	43 14	35 12	307 100
NEW BRUNSWICK	T %	3 5	30 54	7 12	5 9	11 20	56 100
NOVA SCOTIA	T %	4 3	40 27	53 36	13 9	37 25	147 100
PRINCE EDWARD ISLAND	T %	0 —	7 37	11 58	0 —	1 5	19 100
NEW- FOUNDLAND	T %	5 11	16 35	18 39	4 9	3 6	46 100
TOTAL		103	359	464	187	212	1327
	%	8	27	35	14	16	100

Table 73

Years of Experience Teaching Chemistry in High School Grades

Teachers of Chemistry only, Chemistry and one other subject

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	11 8	47 35	35 26	15 12	25 19	133 100
ALBERTA	T %	20 15	59 43	17 12	11 8	29 21	136 100
MANITOBA	T %	8 6	54 41	38 29	15 11	18 13	133 100
NEW BRUNSWICK	T %	2 5	23 63	2 5	2 5	8 22	37 100
NOVA SCOTIA	T %	2 3	29 40	17 23	4 5	21 29	73 100
PRINCE EDWARD ISLAND	T %	0 -	4 67	2 33	0 -	0 -	6 100
NEW- FOUNDLAND	T %	2 10	12 60	2 10	2 10	2 10	20 100
TOTAL		45	228	113	49	103	538
	%	9	42	21	9	19	100

Table 74

Years of Experience Teaching Chemistry in High School Grades

Teachers of Chemistry plus two or more subjects

PROVINCE		No Answer	None	1-5 years	6-10 years	Over 10 years	Total
BRITISH COLUMBIA	T %	7 6	22 19	47 41	20 18	18 16	114 100
ALBERTA	T %	37 10	39 11	162 43	76 21	55 15	369 100
MANITOBA	T %	8 5	45 26	76 43	28 16	17 10	174 100
NEW BRUNSWICK	T %	1 5	7 37	5 26	3 16	3 16	19 100
NOVA SCOTIA	T %	2 3	11 15	36 49	9 12	16 21	74 100
PRINCE EDWARD ISLAND	T %	0 -	3 23	9 69	0 -	1 8	13 100
NEW FOUNDLAND	T %	3 11	4 15	16 62	2 8	1 4	26 100
TOTAL		58	131	351	138	111	789
	%	7	17	44	18	14	100

Appendix D

Distribution of Specialists and More Highly
Trained Teachers According to High School
Grades Taught:

Junior Grades Only-
below junior matriculation

Senior Grades Only-
junior matriculation or higher

Junior and Senior Grades-
one or more classes at both
junior and senior levels

Teachers of:

English

Mathematics

History

Chemistry

Table 75

Teachers of English - Teaching in Junior High School

Grades Only

Share of Specialists - (English only or English plus one other subject)

Share of Teachers With Three or More University Courses in English

	All English Teachers			Teachers of Jun. Grades Only		
	N	Special-ists	Three Courses	N	Special-ists	Three Courses
B.C.	1385	1052	1175	857	609	697
	% Share of B.C. Teachers			62%	59%	59%
Alta.	1779	1168	999	959	578	414
	% Share of Alta. Teachers			54%	49%	41%
Man.	948	578	606	436	239	227
	% Share of Man. Teachers			46%	41%	37%
N.B.	316	210	218	220	134	142
	% Share of N.B. Teachers			70%	64%	65%
N.S.	590	395	425	359	215	231
	% Share of N.S. Teachers			61%	54%	54%
P.E.I.	110	48	46	82	28	22
	% Share of P.E.I. Teachers			75%	58%	48%
Nfld.	846	221	313	519	125	158
	% Share of Nfld. Teachers			61%	57%	50%
Totals	5974	3672	3782	3432	1928	1891

Table 76

Teachers of English - Teaching in Senior High School

Grades Only

Share of Specialists - (English only or English
plus one other subject)

Share of Teachers With Three or More University
Courses in English

	All English Teachers			Teachers of Senior Grades Only		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	1385	1052	1175	179	146	162
	% Share of B.C. Teachers			13%	14%	14%
Alta.	1779	1168	999	417	283	290
	% Share of Alta. Teachers			23%	24%	29%
Man.	948	578	606	221	155	170
	% Share of Man. Teachers			23%	27%	28%
N.B.	316	210	218	35	25	24
	% Share of N.B. Teachers			11%	12%	11%
N.S.	590	395	425	114	86	96
	% Share of N.S. Teachers			19%	22%	23%
P.E.I.	110	48	46	17	10	16
	% Share of P.E.I. Teachers			15%	21%	35%
Nfld.	846	221	313	90	35	59
	% Share of Nfld. Teachers			11%	16%	19%
Totals	5974	3672	3782	1073	740	817

Table 77

Teachers of English - Teaching in Junior and Senior
High School Grades

Share of Specialists - (English only or English
plus one other subject)

Share of Teachers With Three or More University
Courses in English

	All English Teachers			Teachers of Junior and Senior Grades		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	1385	1052	1175	349	297	316
	% Share of B.C. Teachers			25%	28%	27%
Alta.	1779	1168	999	403	307	295
	% Share of Alta. Teachers			23%	26%	30%
Man.	948	578	606	291	184	209
	% Share of Man. Teachers			31%	32%	34%
N.B.	316	210	218	61	51	52
	% Share of N.B. Teachers			19%	24%	24%
N.S.	590	395	425	117	94	98
	% Share of N.S. Teachers			20%	24%	23%
P.E.I.	110	48	46	11	10	8
	% Share of P.E.I. Teachers			10%	21%	17%
Nfld.	846	221	313	237	61	96
	% Share of Nfld. Teachers			28%	28%	31%
Totals	5974	3672	3782	1469	1004	1074

Table 78

Teachers of Mathematics - Teaching in Junior High School

Grades Only

Share of Specialists - (Mathematics only or
Mathematics plus one other subject)Share of Teachers With Three or More University
Courses in Mathematics

	All Mathematics Teachers			Teachers of Junior Grades Only		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	1234	934	841	899	664	590
	% Share of B.C. Teachers			73%	71%	70%
Alta.	1450	738	735	777	376	297
	% Share of Alta. Teachers			54%	51%	40%
Man.	650	341	329	281	130	112
	% Share of Man. Teachers			43%	38%	34%
N.B.	324	218	133	214	128	74
	% Share of N.B. Teachers			66%	59%	56%
N.S.	521	349	199	286	181	66
	% Share of N.S. Teachers			55%	52%	33%
P.E.I.	104	50	9	74	35	4
	% Share of P.E.I. Teachers			71%	70%	44%
Nfld.	575	176	94	349	88	43
	% Share of Nfld. Teachers			61%	50%	46%
Totals	4858	2806	2340	2880	1602	1186

Table 79

Teachers of Mathematics - Teaching in Upper High School

Grades Only

Share of Specialists - (Mathematics only or
Mathematics plus one other subject)Share of Teachers With Three or More University
Courses in Mathematics

	All Mathematics Teachers			Teachers of Upper Grades Only		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	1234	934	841	70	53	58
	% Share of B.C. Teachers			6%	6%	7%
Alta.	1450	738	735	275	134	164
	% Share of Alta. Teachers			19%	18%	22%
Man.	650	341	329	143	74	91
	% Share of Man. Teachers			22%	22%	28%
N.B.	324	218	133	40	33	22
	% Share of N.B. Teachers			12%	15%	17%
N.S.	521	349	199	101	65	64
	% Share of N.S. Teachers			19%	19%	32%
P.E.I.	104	50	9	20	10	3
	% Share of P.E.I. Teachers			19%	20%	33%
Nfld.	575	176	94	77	38	22
	% Share of Nfld. Teachers			13%	22%	23%
Totals	4858	2806	2340	726	407	424

Table 80

Teachers of Mathematics - Teaching in Upper & Lower
High School Grades

Share of Specialists - (Mathematics only or
Mathematics plus one other subject)

Share of Teachers With Three or More University
Courses in Mathematics

	All Mathematics Teachers			Teachers of Upper and Lower Grades		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	1234	934	841	265	217	235
	% Share of B.C. Teachers			21%	23%	28%
Alta.	1450	738	735	398	228	274
	% Share of Alta. Teachers			27%	31%	37%
Man.	650	341	329	226	137	136
	% Share of Man. Teachers			35%	40%	41%
N.B.	324	218	133	70	57	37
	% Share of N.B. Teachers			22%	26%	28%
N.S.	521	349	199	134	103	68
	% Share of N.S. Teachers			26%	30%	34%
P.E.I.	104	50	9	10	5	2
	% Share of P.E.I. Teachers			10%	10%	22%
Nfld.	575	176	94	149	50	30
	% Share of Nfld. Teachers			26%	28%	32%
Totals	4858	2806	2340	1252	797	782

Table 81

Teachers of History - Teaching in Junior High School

Grades Only

Share of Specialists - (History only or History plus one other subject)

Share of Teachers With Three or More University Courses in History

	All History Teachers			Teachers of Junior Grades Only		
	N	Special-ists	Three Courses	N	Special-ists	Three Courses
B.C.	859	527	736	629	360	498
	% Share of B.C. Teachers			73%	68%	68%
Alta.	377	244	251	190	104	108
	% Share of Alta. Teachers			50%	43%	43%
Man.	567	236	368	234	73	119
	% Share of Man. Teachers			41%	31%	32%
N.B.	232	136	139	139	74	69
	% Share of N.B. Teachers			60%	54%	50%
N.S.	510	312	322	295	158	163
	% Share of N.S. Teachers			58%	51%	51%
P.E.I.	71	24	35	51	10	18
	% Share of P.E.I. Teachers			72%	42%	51%
Nfld.	634	112	210	374	55	89
	% Share of Nfld. Teachers			59%	49%	42%
Totals	3250	1591	2061	1912	834	1064

Table 82

Teachers of History - Teaching in Upper High School Grades Only.

Share of Specialists - (History only or History plus one other subject)

Share of Teachers With Three or More University Courses in History.

	All History Teachers			Teachers of Upper Grades Only		
	N	Special-ists	Three Courses	N	Special-ists	Three Courses
B.C.	859	527	736	51	32	51
	% Share of B.C. Teachers			6%	6%	7%
Alta.	377	244	251	84	59	66
	% Share of Alta. Teachers			22%	24%	26%
Man.	567	236	368	185	99	151
	% Share of Man. Teachers			33%	42%	41%
N.B.	232	136	139	40	27	29
	% Share of N.B. Teachers			17%	20%	21%
N.S.	510	312	322	113	76	79
	% Share of N.S. Teachers			22%	24%	25%
P.E.I.	71	24	35	12	9	11
	% Share of P.E.I. Teachers			17%	38%	31%
Nfld.	634	112	210	70	16	38
	% Share of Nfld. Teachers			11%	14%	18%
Totals	3250	1591	2061	555	318	425

Table 83

Teachers of History - Teaching in Upper and Lower

High School Grades

Share of Specialists - (History only or History plus one other subject)

Share of Teachers With Three or More University Courses in History.

	All History Teachers			Teachers of Upper and Lower Grades		
	N	Special-ists	Three Courses	N	Special-ists	Three Courses
B.C.	859	527	736	179	135	164
	% Share of B.C. Teachers			21%	26%	22%
Alta.	377	244	251	103	81	77
	% Share of Alta. Teachers			27%	33%	31%
Man.	567	236	368	148	64	98
	% Share of Man. Teachers			26%	27%	27%
N.B.	232	136	139	53	35	39
	% Share of N.B. Teachers			23%	26%	28%
N.S.	510	312	322	102	78	81
	% Share of N.S. Teachers			20%	25%	25%
P.E.I.	71	24	35	8	5	6
	% Share of P.E.I. Teachers			11%	21%	17%
Nfld.	634	112	210	190	41	83
	% Share of Nfld. Teachers			30%	37%	40%
Totals	3250	1591	2061	783	439	548

Table 84

Teachers of Chemistry - Teaching in Junior High School
Grades only.

Share of Specialists - (Chemistry only or Chemistry plus
one other subject)

Share of Teachers With Three or More University Courses in
Chemistry.

	All Chemistry Teachers			Teachers of Junior Grades Only		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	247	133	202	79	33	54
	% Share of B.C. Teachers			32%	25%	27%
Alta.	505	136	237	96	17	30
	% Share of Alta. Teachers			19%	13%	13%
Man.	207	133	216	14	4	8
	% Share of Man. Teachers			5%	3%	4%
N.B.	56	37	32	12	5	7
	% Share of N.B. Teachers			21%	14%	22%
N.S.	147	73	83	17	9	4
	% Share of N.S. Teachers			12%	12%	5%
P.E.I.	19	6	13	2	0	0
	% Share of P.E.I. Teachers			11%	0%	0%
Nfld.	46	20	18	12	2	3
	% Share of Nfld. Teachers			26%	10%	17%
Totals	1327	538	801	620	70	106

Table 85

Teachers of Chemistry - Teaching in Upper High School

Grades Only

Share of Specialists - (Chemistry only or Chemistry plus one other subject)

Share of Teachers With Three or More University Courses in Chemistry

	All Chemistry Teachers			Teachers of Upper Grades Only		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	247	133	202	15	12	15
	% Share of B.C. Teachers			6%	9%	7%
Alta.	505	136	237	190	49	93
	% Share of Alta. Teachers			38%	36%	39%
Man.	307	133	216	254	103	178
	% Share of Man. Teachers			83%	77%	82%
N.B.	56	37	32	29	23	17
	% Share of N.B. Teachers			52%	62%	53%
N.S.	147	73	83	111	55	69
	% Share of N.S. Teachers			76%	75%	83%
P.E.I.	19	6	13	17	6	13
	% Share of P.E.I. Teachers			89%	100%	100%
Nfld.	46	20	18	4	2	1
	% Share of Nfld. Teachers			9%	10%	6%
Totals	1327	538	801	620	250	386

Table 86

Teachers of Chemistry - Teaching in Upper and Lower
High School Grades

Share of Specialists - (Chemistry only or Chemistry
plus one other subject)

Share of Teachers With Three or More University
Courses in Chemistry

	All Chemistry Teachers			Teachers of Upper & Lower Grades Only		
	N	Special- ists	Three Courses	N	Special- ists	Three Courses
B.C.	247	133	202	153	88	135
	% Share of B.C. Teachers			62%	66%	67%
Alta.	505	136	237	219	70	114
	% Share of Alta. Teachers			43%	51%	48%
Man.	307	133	216	39	26	30
	% Share of Man. Teachers			13%	20%	14%
N.B.	56	37	32	15	9	8
	% Share of N.B. Teachers			27%	24%	25%
N.S.	147	73	83	19	9	10
	% Share of N.S. Teachers			13%	12%	12%
P.E.I.	19	6	13	0	0	0
	% Share of P.E.I. Teachers			0	0	0
Nfld.	46	20	18	30	16	14
	% Share of Nfld. Teachers			65%	80%	78%
Totals	1327	538	801	620	218	311

